Rhode Island Edition

MARCH 1970 THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Today's Education

SPECIAL FEATURE ON THE SLOW LEARNER

Be six for a minute.

You can't read or write. Words and letters are those things that you see in books. Or on signs. They're just there—nobody wrote them, especially you.

But the teacher asks you to watch a movie of a boat tearing through a heavy sea. You're supposed to imagine yourself on the boat and think of a word to describe how you feel. It's your experience. And whatever the word is—scared, sick, excited—it's your word. It's how you feel. You.

Then the teacher writes your word on the board, along with everyone else's word, and you see it. It's what you said, only written down. And there's the word that Charley said, only written down. And Diane's. And Jamie's.

But they aren't just words in books—they're feelings. Yours and the other kids. You begin to realize that what you say and feel can be put into words. Words are talk, but just written down.

The words have meaning because they belong to you and because you said them. They came from your experience—being on the boat—so they're easy to remember. They're at your level. You learn your words and the other kids' words. And you learn what words are. And you ride in a boat, in a storm—which you may never in your whole life do.

You're six. It's neat watching movies. And you're interested in you and what you do and what the other kids do. Not Dick and Jane.

This concept of education through personal experience—with the aid of film—is the inspiration for a number of new ideas developed by Britannica to keep pace with a new generation of kids. The TV kids. Because they live in a very different world.

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Today's Education

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION • VOL. 59 • NO. 3 • MARCH 1970

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This month's cover

Like plants responding to sunlight, slow learners blossom when the classroom climate is right.

RHODE ISLAND EDITION

As a new unification service, members of Rhode Island's unified local, state, and national education associations will receive each month during this school year copies of a special Rhode Island edition of TODAY'S EDUCATION. This edition, produced in cooperation with the Rhode Island Education Association staff, replaces the *RIEA Journal*, formerly sent to state association members. (See pages 65-68.)

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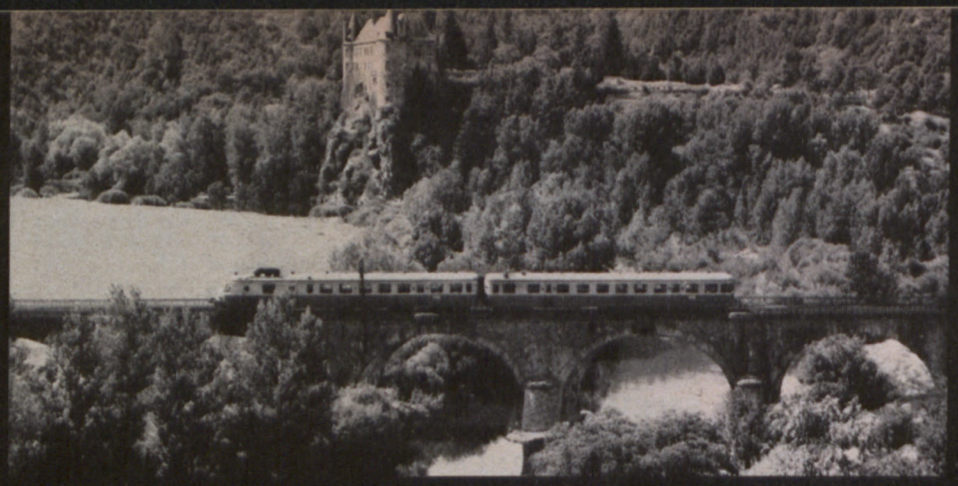

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New Rulings Sought on Prayer and Bible Reading

Post Office Plans To Train Ghetto-Area School Dropouts

Teachers Union Distributes Strike Lesson Plan

Half of Nation's College Students Now Favor Nixon Vietnam Policy

Research Urged on International Education

Shortage of Qualified Teachers Remains Despite 70's Oversupply

NEWS AND TRENDS

New Rulings Sought on Prayer and Bible Reading

The New Jersey State Attorney General has ruled it unconstitutional for a school system to open classes with the reading of prayers from the *Congressional Record*. The opinion was sought by the state's education commissioner after the Netcong High School began using the prayers.

Meanwhile, a school district in rural southwestern Pennsylvania is appealing a federal court order banning prayers and Bible reading in its classrooms. Officials of the Albert Gallatin Area School District plan to carry to the U.S. Supreme Court their contention that "the original error in the school prayer matter" was made by that Court.

Post Office Plans To Train Ghetto-Area School Dropouts

The U.S. Post Office is planning to open "store front academies" in six cities to educate ghetto-area school dropouts. Starting in May, the Post Office will begin training groups of 90 youths in Atlanta, Chicago, Detroit, Newark, San Francisco, and Washington, DC. The Postal Academy trainees will be given part-time Post Office jobs during the training, which will last at least four months. The trainees, who must be in the age range of 16 through 21, will be selected in April.

Teachers Union Distributes Strike Lesson Plan

The American Federation of Teachers (AFL-CIO) has mailed a controversial lesson plan to teachers throughout the country. The lesson plan, titled "The ABC's of the G.E. Strike," tells of the issues in a strike of AFL-CIO workers against the General Electric Corporation.

Critics of the lesson plan argue that teachers should be wary of using union-prepared material that purports to present both sides of an issue in which labor is involved.

Half of Nation's College Students Now Favor Nixon Vietnam Policy

Fifty percent of the nation's college students favor President Nixon's policies on Vietnam, according to a recent Gallup poll. The survey of students on 57 campuses showed 44 percent disapproving Nixon's Vietnam stance and 6 percent with no opinion. Support for the President was highest in the South and lowest on Eastern campuses.

Research Urged on International Education

Calling present international education inadequate, a study conducted by the Foreign Policy Association has called for extensive research to find out what American children now learn about their universe, their earth, their country, and other countries. "We know relatively little," FPA said, "about the processes and agents of learning involved in the acquisition and development of international beliefs, attitudes, and values."

The study concludes that present international education is built on a "we-they" basis and this dividing of things into American and non-American "obscures the degree to which studies of American history, society, and social institutions have important international dimensions which can serve to either detract from or augment the development of students' understanding of the world beyond their nation's boundaries."

Shortage of Qualified Teachers Remains Despite 70's Oversupply

The U.S. Department of Labor predicts that there may be an oversupply of teachers in the 1970's. Geoffrey Moore, Commissioner of Labor Statistics, told a House of Representatives subcommittee that Bureau of Labor Statistics manpower projections up to 1980 show that 2.4 million elementary and secondary teachers will be required in that period but that the supply of teachers could reach 4.2 million. This would be three-fourths greater than the demand, if present trends in output of trained teachers continue.

The NEA Research Division reported last September that the general teacher shortage has ended. At that time, the Association emphasized that shortages of qualified teachers continue in some subjects or teacher assignments and in some localities. Further, NEA said, many additional teachers would be needed throughout the nation to provide top-notch education for all children.

NEA President George D. Fischer pointed out that the end of the critical shortage means that it is time for the profession to demand that every new teacher be competently trained and certificated.

Shortage of Vocational Teachers Will Increase, Official Says

Elaborate Security Systems May Not Halt Vandalism, Report Says

San Francisco Schools Set Up "Crash Pads" for Drug Abusers

NEA Insurance Plans Growing

Five Named as Finalists for Teacher of the Year

NEA Reporter Gives Association News

"Now that we are finally beginning to get the number of people we need in education, we no longer have to compromise our position on quality of teachers and education," he said.

Shortage of Vocational Teachers Will Increase, Official Says

An increasing shortage of vocational education teachers over the next five years has been predicted by an official at the U.S. Office of Education. William Loomis, director of a new federal program for training vocational education personnel, says the vocational teaching force will have to double by 1975 simply to maintain the present 50 to 1 student-teacher ratio. Currently, about 171,400 teachers serve some 8.5 million vocational students, he said. USOE projections indicate that such enrollments will increase to 17.2 million in 1975.

Elaborate Security Systems May Not Halt Vandalism, Report Says

There are "glaring deficiencies" in attempts to control school vandalism through technological or other elaborate security systems, according to a Stanford Research Institute report.

Researcher Bernard Greenberg, who wrote the SRI report, criticizes symptomatic treatment of vandalism and says he believes that school districts must use diagnostic treatment suitable to the individual situation, and this requires determining the nature and causes of vandalism as a first step. Pointing out that vandalism is not always a partner of low socioeconomic environment, he said he has evidence that high vandalism rates occur in supposedly stable middle-class communities.

San Francisco Schools Set Up "Crash Pads" for Drug Abusers

Under the supervision of the Community Mental Health Services of the Public Health Department, four San Francisco high schools have set up emergency "crash pads" where students can get treatment for bad effects of drug use. School administrators estimate that 40 percent of junior and senior high students are currently experimenting with drugs.

Each "pad" is staffed with a nurse, a psychiatric technician, and two student aides. In addition, each school has the half-time services of a psychiatrist and a psychiatric social worker. Other schools may send students for treatment at the centers.

NEA Insurance Plans Growing

A special invitation to enroll in NEA's Accidental Death and Dismemberment Insurance Program was mailed to all NEA members last month. Applications for the program may still be sent in. The NEA Special Services Division, which sponsors the program, will upon request send without charge both old and new subscribers a special "lucky star" key chain. First announced in 1966, the program enrolls more than 52,000 members.

More than 31,000 new members enrolled in NEA's Plan A-Life Insurance Open Enrollment in response to an all-member mailing that was sent last September. The Life Insurance Program, which is underwritten by the Prudential Insurance Company of America, has three plans to meet individual member needs. Approximately $1.2 billion of insurance is now in force, and a total of more than 199,499 members and dependents are enrolled.

For information on any of the programs, write to NEA Special Services Division, 1156 15th St., N.W., Washington, DC 20005.

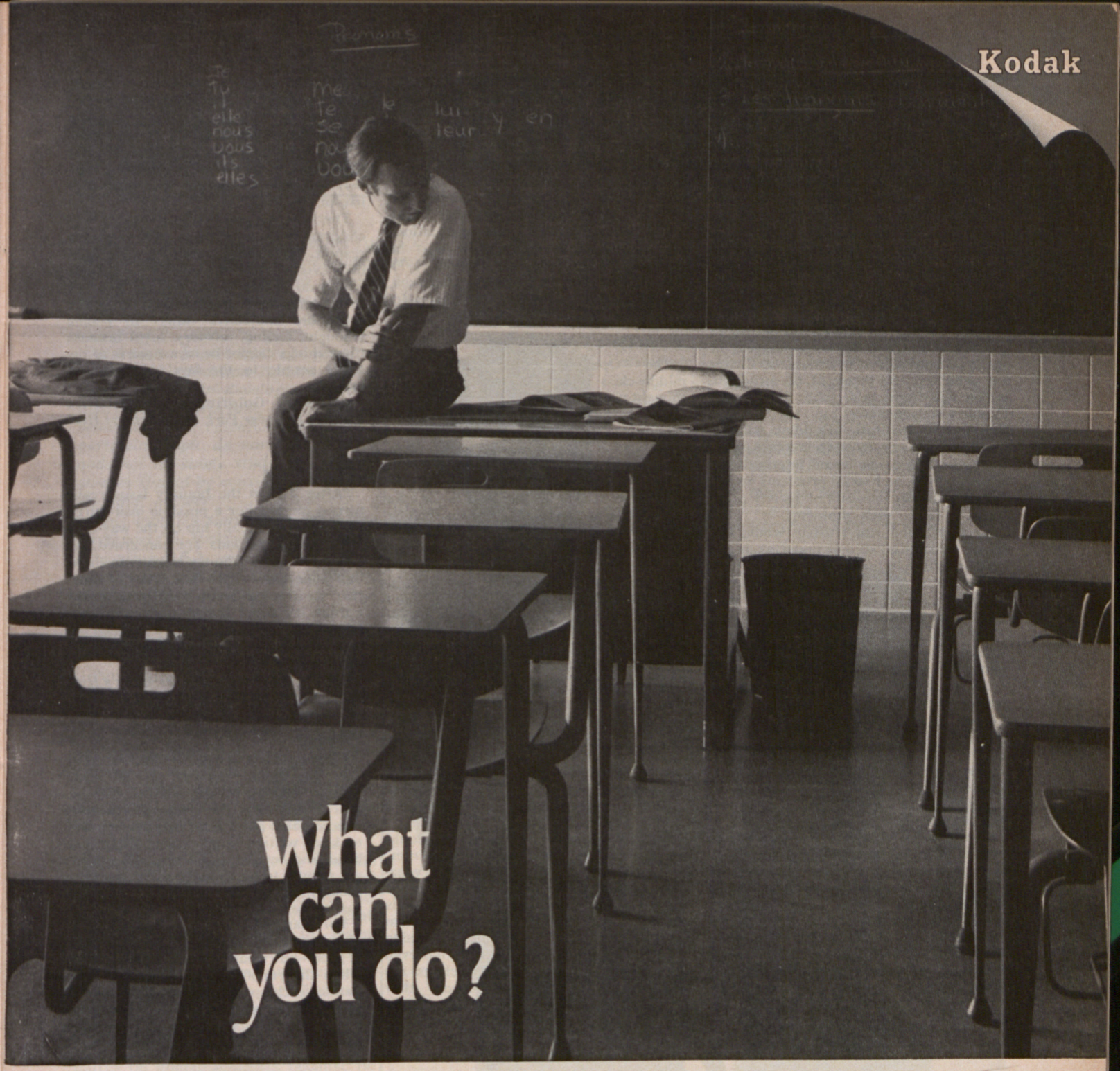
Five Named as Finalists for Teacher of the Year

Five outstanding educators have been selected as the finalists in the 1970 search for the teacher of the year. They are: Mrs. Roberta C. Alward, a sixth-grade teacher of mathematics and science at Fort Wainwright (Alaska) On-Base Junior High School; James Knox Braboy, teacher at Leland Grove Elementary School, Dillon, South Carolina; Johnnie T. Dennis, teacher of math analysis and physics at Walla Walla (Washington) High School; Theodore C. Molitor, chemistry instructor at Alexander Ramsey High School in Roseville, Minnesota; and Mrs. Arnold (Trudy) Plummer, teacher of English literature, composition, and humanities at Northland Junior-Senior High School, Columbus, Ohio.

The one chosen as teacher of the year will be featured in a spring issue of *Look* magazine, which jointly sponsors the awards project with the Council of Chief State School Officers.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.



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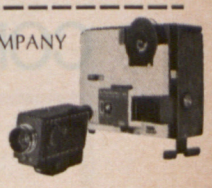

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This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including ZIP Code.)*

Fellowship Program

I am writing to call the attention of educators to the fellowship program of the Woodrow Wilson International Center for Scholars. The theme of the program, which will begin in October 1970 at the Center's headquarters in the original Smithsonian Institution Building, will emphasize studies designed to increase man's understanding of significant international, governmental, and social problems and to improve the organization of society at all levels to meet such problems.

As a beginning, the trustees would like to see substantial studies undertaken and proposals drawn up in two areas: (a) the development of international law for ocean space and (b) contemporary man and his deteriorating environment.

Up to 40 scholars, about half from the United States and half from foreign countries, with equal representation from the academic and the nonacademic worlds, will be selected to work at the Center. Academic participants will normally be limited to established scholars at the postdoctoral level. Nonacademic fellows need meet no precise degree requirement, but professional standings, higher degrees, writings, and honors will be considered.

The average fellowship will range from several months' to a year's duration, although some applications for periods of a few weeks and a limited number for long-term appointments will be accepted. Each fellow will be asked to seek financial support from his own institution or from other sources; until the Center's initial funding requirements are fully met, candidates with such outside means of support may be in a preferred position.

Nomination and application forms are available on written request to the Woodrow Wilson International Center for Scholars, Smithsonian Institution Building, Washington, DC 20560. Applications for the 1970-71 academic year must be received at the Center by May 1, 1970.

—Hubert H. Humphrey, *chairman, Board of Trustees, Woodrow Wilson International Center for Scholars.*

Middle-Class Values

The "Opinions Differ" articles on middle-class values (January) were truly thought-provoking and timely. I wish, however, that Edwin Roberts had defined *economy* and that Thomas Roberts had stated what he means by *self-growth.* (When put into practice, so-called *self-growth* looks more like selfishness.)

I agree with Edwin Roberts on the value of hard work and of strengthening the family structure, but I believe that Thomas Roberts is correct in stating that the problem of today is how to make wise use of affluence and not how to create it.

—James Carter, *teacher of English and history, Quincy (Illinois) Senior High School.*

Children's Behavior

In the article, "Catch the Child Being Good," by David G. Tinsley and John P. Ora (January), the authors advise us to use a technique called "social reinforcement" supported by "objective measurement procedures" in controlling a child's behavior. This, they say, will "greatly reduce the subjective error in evaluating a child's behavior."

It is hard to believe that two men could be so completely unaware that all interaction between people is by its very nature *subjective.* It seems never to occur to them that the way to handle kids might be to avoid trying to handle them at all; or that kids are people, possessing real thoughts and feelings, and that even though these thoughts and feelings are not "observable overt responses," they may be more important than all the observable responses in the world; or, finally, that their technique of "social reinforcement" is not the least bit social!

Educating children has nothing to do with "shaping the behavior by successive approximations." It has everything to do with helping people to grow and to understand themselves and the world they live in.

The least we must do in trying to help children is to treat them with complete respect. Those who wish to draw graphs of "deviation within a given time period" would do better to concentrate their efforts on protozoa, instead of children. For to ignore subjective things in people (thought, feeling, memory, love) because these things cannot be measured is to degrade people to the level of mere organisms.

—Edward Goldfinger, *mathematics teacher, Hanover Park (New Jersey) High School.*

The Way It Is

"After All" in the January issue really turned me on! For a possible over-thirty, the writer was really hip on the way it is.

As far as the kids are concerned, we admire teachers who try to hang in there, but some blow their cool. They're older than we are and live in a different world. I think it's super if they understand our lingo and know what we're saying, but when they try using it themselves, it's unbearable.

—Paula Rivard, *student, St. Mary's High School, Mt. Clemens, Michigan.*

Pollution

Luther Terry's article, "Pollution" (January), is similar to the myriad other popular articles on the subject. The author dwells upon the visible and socially unacceptable pollutants. It is all very well to keep writing about smog, litter, garbage, and sewage, but when will authors get around to writing about the invisible, socially acceptable pollutants that are just as harmful, just as polluting?

For example, if a city dumps 5,000 tons of salt on its streets to get rid of ice, this is good—but what happens to the streams when the runoff starts? If 15,000 suburbanites each spread a sack of commercial fertilizer on a lawn, this is good—but again, what happens in runoff time when the chemicals are leached from the lawns to soak into the water below the surface or to run to impoundments from which other towns take their drinking water? If supermarkets and busses install continuous music systems, this is good—but what happens to the hearing of people continuously subjected to this noise?

One of the most astounding examples of "good" pollution is the fluoridation of city water supplies. Millions of tons of fluorides are poured into water annually. Only a miniscule amount of the treated water will be used for drinking, so only a miniscule quantity of the chemical is used as medication. What happens to all the rest of this good pollutant?

—George Gleason, *head, Department of English, Southwest Missouri State College, Springfield.* □

COMING

A "Searching Mind" piece that throws some light on contemporary poetry

Special Feature on early childhood education

Should the schools accept ghettoese?

What the NEA and the state education associations are doing to promote youth welfare

NEA President George D. Fischer converses with the chairmen of the Democratic and Republican National Committees

RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in education can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on reports in Research in Education, Education U.S.A., *and an unpublished study from the Ann Arbor, Michigan, public schools.*

What is the best way to predict academic success?

Personality tests, used in combination with traditional achievement tests, may prove to be a substantial improvement over current methods of predicting academic success. This conclusion is based on nine years of study, mostly with nurses, by Gene M. Smith, an assistant psychology professor at Harvard University's medical school.

Smith says that students who do their best in school also score highest on his measures of responsibility, dependability, self-reliance, resourcefulness, persistence, desire to learn, determination to succeed, and self-confidence. A questionnaire measured these traits, sometimes complemented by a personality rating from the student's classmates.

He hopes to try out his questionnaires on ghetto students because he thinks this method might be effective in determining which students have the potential for academic success despite a poor academic record.

Have recent studies shed further light on the effects of desegregation on students?

Desegregation is no panacea for the ills of the ghetto child, according to a recent study by Patricia M. Carrigan in Ann Arbor, Michigan. The research, which focused essentially on the first year of desegregated schooling, explored various characteristics (a) in the children transferred from a pre-

Your $10 gift to these hungry kids can bring them $240 worth of meat, milk and bread.

These kids subsist on a few greens around noon and some pinto beans in the evening. Nothing more or different. And not even enough of that.

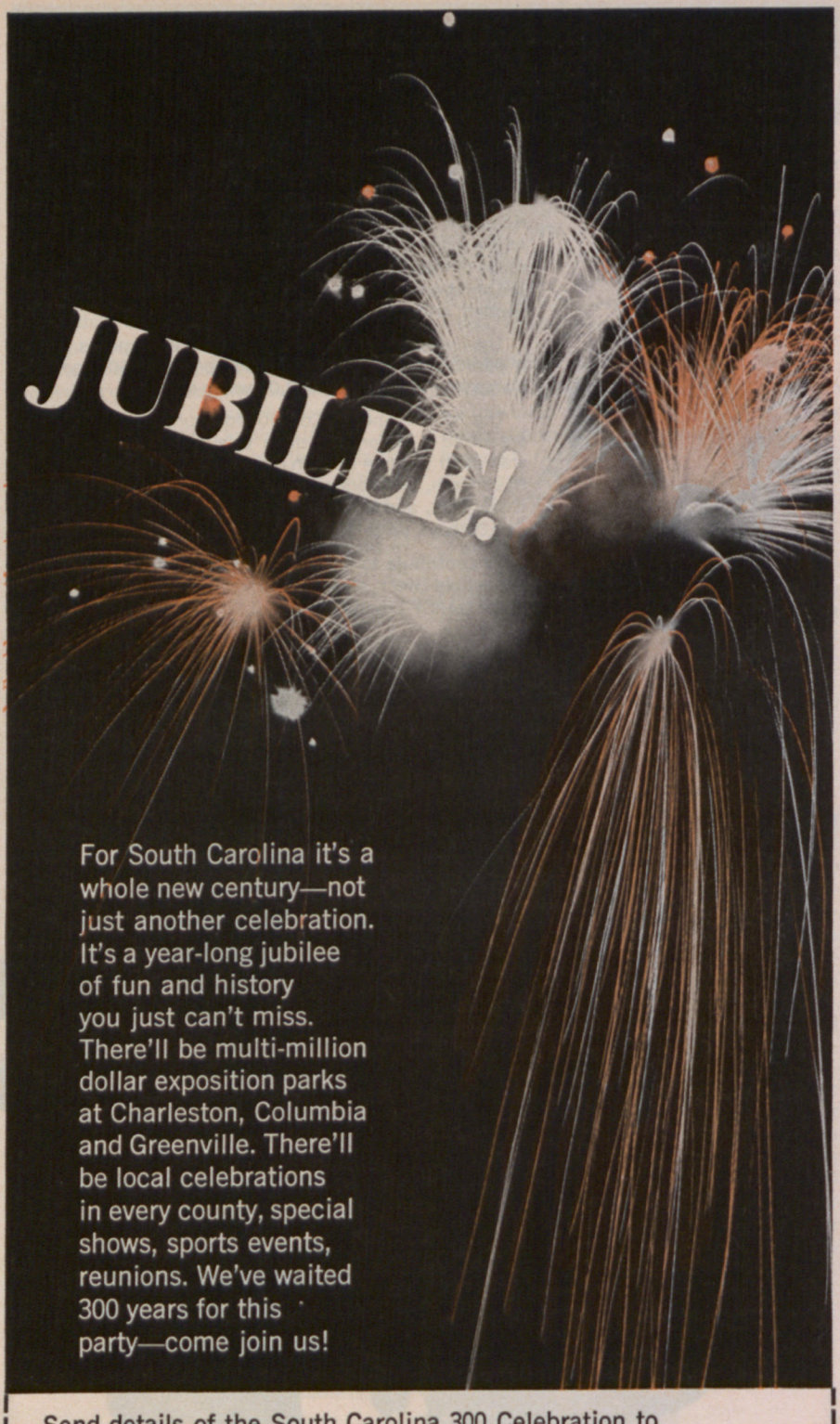
It sounds incredible because it's taking place right now... in the midst of the good life so many of us are living in America. But walk down the back roads of most any Mississippi Delta town and you'll see children with stomachs bloated, eyes dulled, feet swollen, arms and legs matchstick thin.

The federally sponsored Food Stamp Plan makes it possible for needy families to convert a 50¢ food stamp into as much as $12.00 worth of food.

The NAACP Special Contribution Fund has organized a nationwide drive to supply the food stamps. If you can do with one less "dinner out" this month, the money can mean a month's supply of meat, milk, and bread for a family of five. Just $10.00 buys up to $240.00 in food stamps.

To contribute to this fund, please send your tax-deductible check, for as little or as much as you can, to the NAACP Emergency Relief Fund. *Thank you.*

NAACP Emergency Relief Fund, Dept. TT4, Box 121, Radio City Station, New York, N.Y. 10019



For South Carolina it's a whole new century—not just another celebration. It's a year-long jubilee of fun and history you just can't miss. There'll be multi-million dollar exposition parks at Charleston, Columbia and Greenville. There'll be local celebrations in every county, special shows, sports events, reunions. We've waited 300 years for this party—come join us!

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dominantly black school, (b) in a racially mixed group experiencing no change in school setting, and (c) in the children in the predominantly white receiving school.

At the end of a year of desegregated schooling, half the transfer pupils showed gains in IQ of 5 points or more, and 37 percent showed normal or greater gains in reading. However, gains made by the transfer group were smaller, on the whole, than gains made by the other two groups. A fourth of the transfer pupils, tested again two years later, were, at best, holding their own academically, relative to national norms. The transfer did not seem to interrupt the progress of the white children in the receiving school.

Other findings suggest that desegregation may have a positive impact on the attitudes of elementary school children and that it may be more effective for some children than others.

The evidence suggests also that if the consequences of such intervention are to approach the high hopes reflected in the 1954 Supreme Court decision, desegregation must involve more than moving children from one educational setting to another.

Can listening skills be effectively taught in the high school?

A recent study at the University of Missouri tested which, if any, of three listening-training methods would make a significant difference in the listening ability of high school students. From 17 public and parochial schools, 615 students were selected and pre- and post-tested with alternate forms of a listening test devised by the experimenter. Of this group, 316 were control subjects who received no training. The rest were divided into three subgroups, each of which spent six weeks in one of three training methods: (a) 16 tape-recorded listening lessons utilizing the same voice as that on the tape-recorded pre- and post-tests; (b) 16 tape-recorded listening lessons utilizing a variety of voices, none of which was on the pre- or post-tests; (c) 16 one-minute tape-recorded "listening motivation" bulletins.

Conclusions were: (a) Training can significantly increase the listening ability of high schoolers; (b) all listening-training methods are not equally effective; (c) a variety of voices increases listening-training effectiveness; (d) mere admonitions ("listening motivation" bulletins) are ineffective; and (e) lower socioeconomic status and lower grade level generally appear to mean lower listening ability. □

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a booklet containing 44 of the most popular unfinished stories, now available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036. Ask for Unfinished Stories for Use in the Classroom. *Stock No. 381-11766.*

For information about 8mm and 16mm color films based upon some unfinished stories, write to: Educational Systems Division, Doubleday & Co., Inc., Garden City, New York 11530.

What Should George Do?

□ George was in fifth grade, and somewhat large for his age. Kevin, his brother, was two years older and even bigger than George. Both boys went to Spring Valley School, but Kevin was in the special class for handicapped children. Like some of the other boys and girls in the class, as a child Kevin had had a serious illness that injured his brain. As a result, he had difficulty with his schoolwork and moved his arms and legs awkwardly.

Until this year, Kevin had been taught at home by a visiting teacher. But he had improved so much that the teacher felt he should now attend the special class. So every day, George had to walk Kevin to school, and every day he wished he didn't have to.

Many of George's friends at school hadn't known until now that he even had a brother. Always before, Kevin had preferred to stay in the house and play, and so he had never been much of a problem to George.

But he was now. The big school frightened Kevin, and he tagged along after George like a puppy. No matter what George did outside the classroom, if it was climbing the monkey bars or playing baseball, Kevin was there making a nuisance of himself. Once he fell off the monkey bars and cut his lip. Another time he followed George to second base and collided with the shortstop. Worst of all was the way Kevin walked and talked and moved his hands. George was used to this, but the other kids weren't, and George couldn't get used to the way they laughed and pointed at Kevin.

As the days went by, George resented Kevin more and more. He tried to ignore him, refused to answer him, and even hid sometimes when he saw him coming at lunchtime or recess. The other boys joined in and made a game of it—hiding from Kevin or teasing him by sending him on a wild-goose chase after George. One time Kevin even started to bawl, and George laughed at him right along with the other boys.

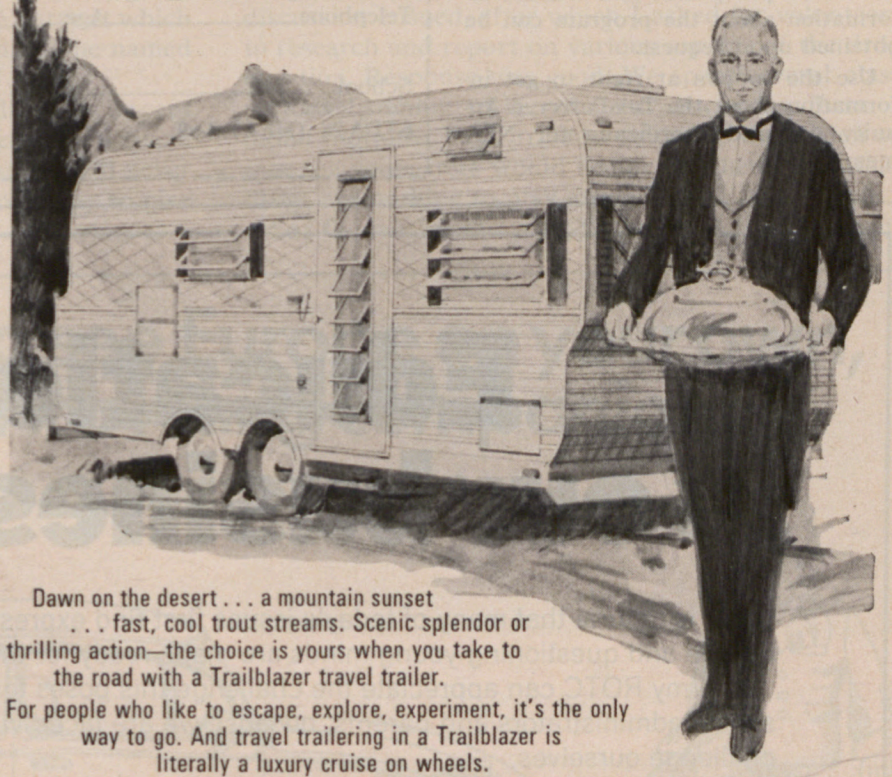
He didn't feel good about it, though. He'd always liked his big, awkward brother. He admired the persistent way Kevin went about things, sometimes taking several minutes to tie one shoe but never once complaining. And he appreciated the generous way Kevin shared anything at all with him.

But George wanted to be a part of things at school too. He wanted to have friends and not be stuck with Kevin all the time. What should George do?

Thoughts To Think Aloud:

1. Is laughing at someone sometimes a cover-up for not knowing what else to do?
2. How might George interest his friends in helping Kevin instead of teasing him?
3. What do people with Kevin's handicap need? □

Make your vacation from classes a first class dream



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1970 NEA Convention: June 30-July 6, San Francisco.

American Education Week—October 25-31, 1970. Theme: Shape Schools for the 70's.

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CLASSROOM INCIDENT

This is another in a JOURNAL *series presenting the handling of a troublesome classroom incident by a teacher and analyses by consultants whose training and experience may enable them to contribute illuminating insights.*

□ **I was proud that my sophomore civics class treated** me more like an older brother than a teacher. They used to tell me about their dates and parties and we'd laugh together over their weekend escapades. Sometimes after hearing about an antic that sounded rash I'd lecture a little on the high cost of being foolhardy, but I tried to avoid sounding censorious because I didn't want to destroy classroom rapport.

Before the year ended, however, I had reason to wish that rapport hadn't been so good, and that the students hadn't regarded me as a confidant. The Monday after Easter vacation, one of the boys lingered after class and casually told me about a party at which he and several other members of the class—he named them—had tried smoking marijuana.

"It was great," he said. "It put all of us except Mollie on top of the world. Mollie cried for about an hour and then she went to sleep. She says she'll never smoke pot again, but the rest of us are ready to give it another try."

Before I could respond—and I don't know what I might have said—another teacher came in and the boy left. I was deeply disturbed at what he had told me. This called for more than a lecture, but what? If I hadn't given these kids the idea that I was as trustworthy as a father confessor, the boy would never have told me about the pot party. I felt morally obligated not to violate his confidence by informing the guidance counselor, the principal, or the parents, but I felt an equal obligation to prevent further experimentation that might lead to disastrous consequences —physical, perhaps; legal, almost certainly.

During a sleepless night I decided to approach the problem in the way that came most naturally to me. The next day I used a newspaper item headed "Youth Drug Use Increases" as the rationale for departing from the regular course outline to take up a unit on drug abuse. I read the item to the class and a lively discussion ensued, after which I asked for volunteers to research and report on various aspects of the drug question. Response was good. We spent several class periods listening to reports and discussing them. I didn't moralize, but I tried to guide the discussion so that the youngsters would decide for themselves that drugs are nothing to play around with.

For the rest of the year, I continued to hear about

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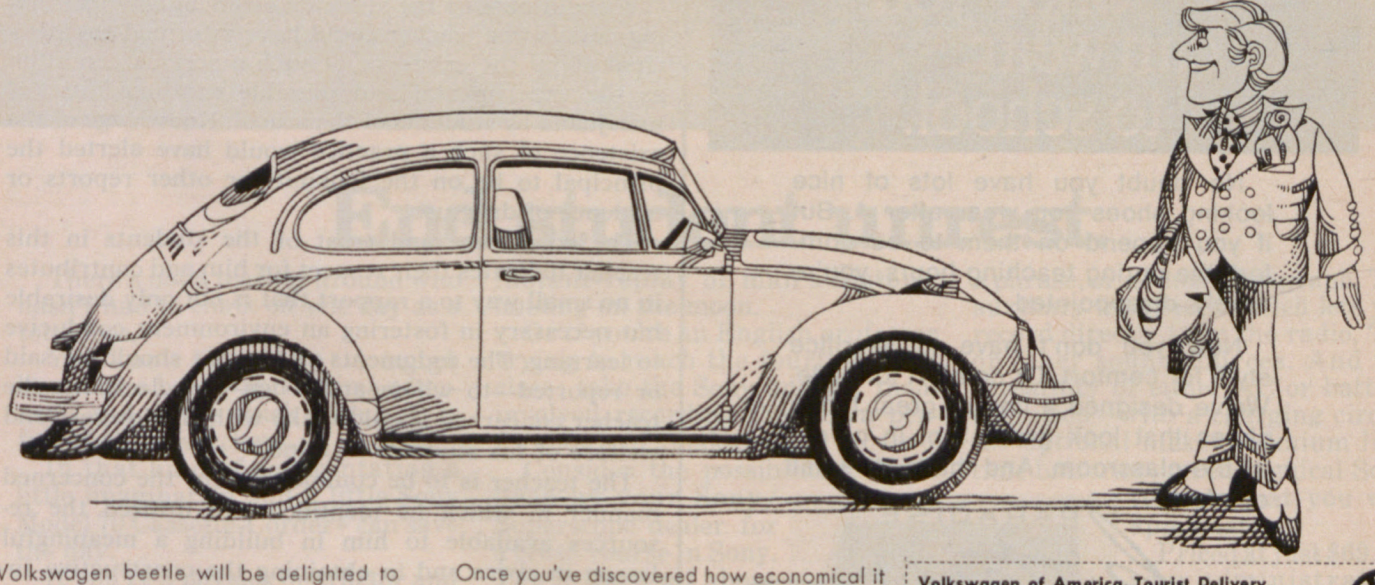

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good times out of school, but not from those who had experimented with marijuana. Although none of them was ever arrested, I have no way of knowing whether or not they kept on using pot. I still worry about whether or not I should have taken more drastic measures, and if so, what they should have been.

Consultants' Comments

George M. Gibbs, *principal, Fort Hunt High School, Fairfax County, Virginia.*

The teacher's efforts in gathering information on drugs, assigning projects, and guiding classroom discussion were praiseworthy. But I ask myself, "Did the student speak the truth? Was he actually a participant in a 'pot party' or was this report a fabrication?"

Rumors run wild in a large high school, and much student talk about drug use cannot be verified. However, a teacher who is truly concerned about his students cannot afford to disregard such talk and must do whatever seems best in his judgment even at the risk of appearing gullible.

To satisfy his own mind, he might first discreetly check with some of this student's other teachers to find out whether the boy was prone to tell tall tales. If this should prove to be the case, then the marijuana story would be suspect.

Even so, the teacher might still want to develop an effective instructional unit on drugs—perhaps working with others to produce a concerted, organized program for every student in the school. In so doing, he and other faculty members should never overlook the fact that student concern for fellow students is one of the most effective forces in dealing with problems and difficulties of young people.

Henry P. Shepard, *principal, Smithfield (Rhode Island) High School.*

Without naming the students or giving any identifying details, the teacher could have informed the principal about the existence of such a serious condition as the experimental and possible continued use of marijuana by students of the school. Knowledge of the existence of such a practice would have alerted the principal to be on the lookout for other reports or evidence of drug use.

The confidence and trust of the students in this teacher indicates their respect for him and contributes in no small way to a rapport that is not only desirable but necessary in fostering an environment conducive to learning. The judgments as to what should be said or reported—to whom and when—are decisions the teacher concerned should make with the interest and welfare of his students in mind.

The teacher is to be commended for the concerned manner in which he identified and utilized the resources available to him in building a meaningful lesson in civics and in obtaining the constructive involvement of his students. The fact that he has heard nothing further about the use of marijuana seems to indicate that his actions resulted in a positive change in student attitude and behavior—his desired goal. □

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Local Association of the Month

The Wichita Project: A Progress Report

LEE STREIFF, *president-elect, NEA-Wichita; humanities teacher and director of special projects, Southeast High School.*

☐ **As one of the locals chosen as an ex**perimental model to determine what a professional association must do to meet the challenges of the future, NEA-Wichita may be able to set a new standard in local association achievement. Our experience in the joint local, state, and national "Model Local Project" will perhaps form the basis of new patterns and strategies to be followed elsewhere in the nation.

We began our spadework in April of 1969 when Ron Daly, NEA Central States regional director; J. Rupert Picott, assistant director, NEA Membership Development; Peg Wilson, our president; Carl Elvin, our executive director; and other NEA-Wichita members drew up preliminary guidelines for the project.

In May, association leaders held a two-day planning session to determine the specific areas to focus on. Early in June, representatives of the three levels of participation met for three days and laid down basic objectives. Participants included nine members of the NEA staff from such diverse areas as the Center for the Study of Instruction and the Press, Radio, and Television Relations Division, who came from Washington to share, listen, and counsel. Melvin Neely, executive secretary of the Kansas State Teachers Association, brought seven KSTA staff members with him, as well as eight chairmen of state committees and the chairman of the KSTA Board of Directors. The 54-person Wichita contingent included NEA-Wichita officers, committee chairmen, and key association workers.

This concentration of intelligence, experience, and talent produced a three-phase "United Action Blueprint" containing priorities, steps toward implementation, and timetable for the project. The conference also took an altogether new look at many time-honored assumptions about what a local is.

Some of the conferees proposed looking upon the local as a complex mechanism for solving problems and implementing solutions. They also suggested that we needed to develop ways of evaluating the output and efficiency of the mechanism. Questioning of the mechanism's basic design led us to conclude that at least one task facing the model local project was to develop new problem-solving strategies. At one point we questioned the whole idea of "committee" organization; and we decided that another task should be to find realistic criteria for committee work and achievement.

A major concern of the conference was the role of the association in relation to the educational process. We rejected as too limited the view that all that teachers really desire is participation in decision making in areas where their welfare is concerned or their expertise relevant. Their task, we asserted, is in fact primary leadership.

From this point of departure, we examined the various strategies locals use that might assist in this leadership role. We identified four primary processes: public relations, political action, professional rights and responsibilities, and negotiation. To these we added building-level policy, because in Wichita the comprehensive contract establishes school-building committees that determine building-level policies. Properly used, the five tools provide local associations with appropriate ways of solving many of their problems. We felt that one of our jobs should be to refine these basic tools.

Meeting in Topeka late in August, representatives from all three levels selected six main problem areas on which to experiment: human relations, creative negotiation, improvement in learning, public relations and community involvement, association effectiveness, and improvement of professional performance. We organized local, state, and national teams for participation in these areas.

One of our project's first actions was to hold a leadership training workshop just before school opened at the end of August. This workshop, which concentrated on decision-making tools, group processes, and

(*Continued on page* 16)

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WICHITA PROJECT

(*Continued from page* 14)

member involvement, aimed at increasing the effectiveness of the faculty representative, who is generally recognized as the key association worker.

At this point, we are focusing major efforts on the Human Relations Center. In order to be able to support the Center's work intelligently and effectively, a public relations group is developing a research instrument to determine the response of our members and of the public to various human relations issues. Our Commission on Curriculum is working on a multiethnic K-12 program based on behavioral goals and on a program to train change agents to put this K-12 program into effect in the schools of the system.

Many plans are still being formulated, others are in the stage of basic implementation, and some are well on the way to realization. While traditional concepts still dominate in problem solving, newer strategies are beginning to gain circulation and will no doubt play a larger role as the project matures. We do not use a concept simply because it is novel or different, however: Before we adopt a new approach, that approach must be demonstrably more effective at handling programs than past strategies have been.

The project has already affected NEA-Wichita dramatically, both in generating drive and in altering some basic assumptions about association activities. Nevertheless, all of the concern and energy invested in the project would not be justified if the results were to benefit one local only. We hope the *processes* and *patterns* (if not the specific solutions to problems) we develop will be useful to other associations. □

TEACHER IN POLITICS

Kingston G. Minister, an elementary school principal in Security, Colorado, is serving his first term as a member of the Colorado State Senate, following party leadership experience at the local level. He is influential as a member of both the education and finance committees. In addition, he serves on the urban affairs, institutions, and local government committees.

A member of NEA and his state and local associations, Minister also belongs to the National School Public Relations Association and the National Association of Elementary School Principals. He is a past president of the Colorado Department of Elementary School Principals.

—**Robert H. Johnson, Jr.,** *executive secretary, Colorado Education Association.*

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TEACHER OPINION POLL

Teachers' Views of the Principalship

☐ How do classroom teachers view the principalship? Do they see the principal as a head teacher, a first among equals? Or do they regard him more as an administrator or supervisor?

A recent Teacher Opinion Poll asked a nationwide sample of public school classroom teachers two questions that bear on their views of the principalship. One question inquired: "What do you believe is the best way for school principalships to be filled?" Choices for response included: (a) appointment by the superintendent; (b) appointment by the school board; (c) appointment by representatives of parents of the school; (d) election by teachers of the school; and (e) other.

More than 3 in 4 teachers said they believed principals should be appointed by either the superintendent or the school board. Respondents were about evenly divided between those who preferred appointment by the superintendent and those who chose appointment by the school board as their response. About 1 teacher in 8 recommended election by the teachers of the school. A slightly smaller proportion volunteered a variety of other suggestions. Very few (less than 1 percent) favored appointment by representatives of school parents.

The opinions of men and women teachers were generally similar, although a higher percentage of men than women said principals should be elected by teachers of the school. Distribution of opinions for elementary and secondary teachers also showed great similarity.

	Total	Men	Women
Appointment by superintendent	39.1%	36.2%	40.8%
Appointment by school board	38.4	36.2	39.6
Appointment by representatives of parents of the schools	0.9	0.9	1.0
Election by teachers of the school	12.3	16.4	10.1
Other	9.2	10.4	8.6

Comparison of the opinions of urban, suburban, and rural teachers revealed differences on two points. A greater proportion of rural teachers (47 percent) than of urban or suburban teachers (35 percent each) thought principals should be appointed by the school board. In addition, urban teachers differed from suburban and rural teachers in having a higher percentage who preferred the election of principals by teachers of the school. Seventeen percent of urban teachers said principals should be selected this way as compared with 11 percent of suburban and 9 percent of rural teachers.

Another question in the Teacher Opinion Poll asked: "Do you agree or disagree that the salary of the school principal should always be higher than that of any teacher on the school faculty?"

Sixty-four percent of the respondents indicated they agreed. Although opinion surveys frequently show a difference between the opinions of men and women on questions related to salary, the question on principals' salaries drew generally similar responses from both men and women. The percentage of men teachers who strongly disagreed with a higher salary for the principal than for any teacher in the school was significantly larger than the percentage of women. However, fewer than 12 percent of the men responding held this opinion.

	Total	Men	Women
Strongly agree	28.4%	27.9%	28.6%
Tend to agree	36.0	34.5	36.8
Tend to disagree	19.7	20.2	19.4
Strongly disagree	9.0	11.8	7.4
No opinion	7.0	5.6	7.7

Analysis of responses showed little difference in the opinions of elementary and secondary school teachers or of teachers in urban, suburban, and rural communities. The views of teachers in different geographic regions of the country were also largely similar, but a greater percentage of teachers in the Southeast (38 percent) than in the Northeast (27 percent), Middle (24 percent), or West (26 percent) *strongly* agreed with a higher salary for a school principal than for any teacher in the school. This difference, however, did not substantially alter the pattern of agreement versus disagreement, which was generally uniform throughout the country.

—NEA Research Division.

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"You have just been appointed Scotland's Minister of Tourism"

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Miss Audrey Marzano, Joseph P. Vincent School, Bloomfield, Connecticut

"A New Idea"

"Teaching sixth graders about the smaller countries of Europe can be a real task. That's why, last semester I came up with a new idea to help make our Social Studies section a bit more interesting. My idea was to have each student consider himself the new 'Minister of Tourism' of a particular European country. And in that capacity, he'd have to develop an informative travel brochure boosting his country.

"Little travel brochures"

"After the students researched their countries, they prepared their travel folders directly on spirit masters. Each travel folder contained a brief history of the country, a map of historic and scenic spots, interesting statistics, some reasons to visit the country and a question page. We brought the duplicator right into the classroom and ran the masters while the class watched. After the copies were printed, we cut and stapled them into little travel brochures.

"The Next Step"

"The next step was to have each 'Minister of Tourism' make a pitch for his country in front of the class. And to help his speech along, he would hand out his original travel brochures to everyone. The brochures helped keep the students interested. And they helped the 'Minister of Tourism' remember his lines.

"The Students Loved It"

"This all helped to make studying Europe fun. Students loved it. What's more, they learned to develop research skills, creative writing, map making, organizing and cover design. And they learned what a thrill it is to see their very own creation in print."

If you would like to receive a copy of one of Miss Marzano's students' travel folders, write to A. B. Dick Company, 5700 W. Touhy Ave., Chicago, Illinois 60648, Dept. TE-3.

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CRAIG MATHESON, FLOREN HARPER, *and* **STEPHEN GILBERT,** *teachers of theater arts, Staples High School, Westport, Connecticut.*

STUDENT UNREST BECOMES CREATIVE THEATER

WAR AND PIECES

□ **Assassination. Riots. War. The ugly specter of racial** violence. These were all realities of life for the students attending Staples High School in September 1967.

Student unrest began to surface on the campus that fall. Drugs were becoming a major problem; students objected to some aspects of the curriculum and some of the teaching methods; a new kind of apathy emerged—one that gripped the brightest school leaders, the ones who had always managed to make the honor roll, as well as engage in such extracurricular activities as the Staples Players, a dramatic group with a year-round play production schedule.

Apathy or no, the Players had a production scheduled for mid-November. The students on the steering committee for the group were reading *Tiger at the Gates, The Trojan Women,* and *War and Peace* and were discussing the works of Ionesco, Beckett, and Albee. The previous year they had done *Under Milk Wood* and *Once Upon a Mattress,* but this year the ground had clearly shifted and the steering committee couldn't come up with a single play that satisfied their yearning to communicate something of value.

Those of us who taught theater arts at Staples felt that whatever we did that fall had to harness those energies, fulminating around us, in a different way than we had ever done before. We decided to trust our students to find out what they wanted to communicate to their audience and then to create their own dramatic production, using as many interesting theater forms and techniques as possible.

We knew that making the idea work would involve exchanging our role as directors for that of discussants who would help students talk through ideas, and of teacher-guides who would provide skills and suggestions. We hoped that the long, arduous process of deciding on a theme, creating and finding materials to express it, and making it into an artful whole would help our students to generate more light than heat. The final production, *War and Pieces,* exceeded our most ambitious expectations.

What we didn't know when we started was that six weeks, usually adequate to stage a prepared script, was a ridiculously small amount of time to create and stage an original production. For example, it

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Slides projected on panels supplemented on-stage action, which was tied together by an everyman figure.

took more than half of the six weeks just to find out what we wanted to say.

We also didn't know that many students would feel threatened by the difficulty of the process we were undertaking, for we were truly all sharing the responsibility for the show. Nor did we realize that some parents would feel threatened because students were given this freedom or that as the students considered more and more controversial subjects for the production, some of them would be physically hurt. (Two Players, selling tickets on campus, were assaulted by a couple of student superpatriots.) Unaware of future stumbling blocks such as these we proceeded.

Initially, we met with students and a dozen other teachers from representative departments in the school to discuss what it feels like to be part of the present scene. We started with two questions: What turns us on and what turns us off? Answers, however, focused largely on what turned us off—war, apathy, crime, riots, prejudice. Violence was the predominant strand that wove through that first discussion.

We questioned: What do we want to say to an audience about violence? Does our culture sanction violence? Are there ever times when violence is necessary? Can we improvise or write materials to express our feelings about violence? What writers have already said what we feel about the subject?

Materials started to pour in—cartoons, records, routines based on TV commercials, slides, photographs, books, plays, poetry, essays. (In the final production we used less than one-eighth of that outpouring, but we took weeks, working in small groups, trying to turn those ideas into theater materials.)

For the time being, we only had a fragment of an idea—violence in our culture. As the groups discussed ideas and created and evaluated pieces for the production, students asked one another: Is this interesting? Do we agree we want to say this? Will it work within the total production? Will it work on our stage?

One afternoon as we were sifting through the materials on violence, a student asked, "Is everything so negative? Don't we enjoy some experiences, and aren't they part of being alive too?"

This line of thinking brought general agreement and relief. We agreed that we would try through words, movement, color, sound, and design to communicate not only our anguish over the violence of our times but also our joy at being alive. (Our students were beginning to rediscover the latter.)

A group that moved along with particular ease was one that focused on the joys of childhood. Students in this group brought in their favorite children's poems, stories, songs, and games. Then we sang, told stories, and played games. After much discussion, we selected materials and began to shape a scene. We decided that it would be effective to have some children in motion, others static; some noisy, others quiet. We also opted for a variety of visual designs, sound designs, and rhythmic patterns. At the start of the scene, actors would enter playing games. The girls would move on stage intoning "A, My Name Is Alice" in high, reedy voices, pantomiming the bouncing of balls.

"B R R R O O O M M M, B R R R O O O M M M, BRRROOOMMM." Zooming, diving, crawling, and careening, the boys would enter pantomiming planes, trucks, guns, and tanks. (Later we used the boys' pantomime as part of a piece on violence.)

The children's scene was taking shape. The opening was noisy, cheerful, complex. It was time to change the pattern to something slower, something quieter.

When are children quiet? Well, aside from being quiet while they are asleep, they are rather quiet during their thoughtful times—especially when they talk about things that happen to them.

Judy: We-went-to-the-beach-and-we-found-a-little-bird-and-its-wing-was-all-kind-of-like-this-and-we-put-it-on-a-piece-of-cardboard-and-put-it-in-our-bathroom-and-Mommy-says-it's-gonna-get-better.

Didi: Can we come and see it?

Judy: No, because it's only a little bathroom.

Didi: My Mommy says that there are germs all over birds like that.

(We culled these lines from several free-for-all improvisations the group had participated in and taped.)

Then we added some excerpts we liked from *Children's Letters to God*:*

Chris: Dear God,

> What is it like when you die? Nobody will tell me. I just want to know, I don't want to do it.
>
> Your friend, Mike

The idea for ending the children's scene came to us easily. We were going to quicken the pace again, using much of the stage area in a pattern we hadn't used before.

Sue: Let's play train. (She would chug like a train on a snaky track.)

Willy: I'm a businessman and I'm going to bring home money for my family. (Willy would join the train.)

Janis: I'm a movie star on my way to Hollywood (joining the train).

Didi: I'm a frog (jumping as she would join the line).

The train would chug all over the stage, finally taking its passengers offstage except for one child who, after the others had gone, would renew an earlier conversation: "Dear God, I got left behind. Thanks a lot."

While those who were interested in writing the script were putting some scenes together, our artists and technicians were transposing verbal ideas into sight and sound. We had to design a set that would be flexible enough to accommodate all our ideas.

We began by doodling, meandering with pencil and clay, working with flexible materials to create an abstract composition that would be in harmony with all these contrasting ideas. We worked with colors, textures, forms, and sounds that could communicate the wide emotional range between joy and sorrow.

We collected pictures and slides that would be projected onto the abstract set of levels, panels, and screens and onto the ceiling and walls of the audi-

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torium. We had decided to use full environmental designs that would cover all of these areas with projections. And while we still had no clear-cut format, we knew that whatever it would be, we wanted to say that we were all in this together. The set would surround and involve actor and audience alike.

As the creative process gathered momentum, we teachers served as sounding boards. We were trying to help clarify the theme. Joy and violence are big bins for materials. Couldn't we be more specific? The pieces we liked best helped us to state our final theme: "Life is joyous in its wonder and variety, and violence is a blight on our humanity." It was easier to select the remaining pieces when we had our theme.

The form then became a series of sharply contrasting scenes of joy and violence tied together by an everyman figure who emerged from the audience, introduced the show, watched it, reacted to all of it, and then closed it.

To dramatize our feelings about violence, we created an improvisation based on the Macalester College Drama Choros' version of Norman Cousins' editorial, "The Casual Approach to Violence."

Chorus: (entering) SssssssssssssBoom!

Everyman:* You've got to be taught.

Chorus: You've got to be carefully taught. You've got to be taught from year to year.

Girls: It's got to be drummed in your dear little ear.

Chorus: You've got to be carefully taught.

(Scene 1—Two boys playing; a third enters.)

Boy 3: Hey, you guys, look at the new gun I got!

Boy 1: Hey, yeah.

Boy 2: Yeah, where did you get that?

Boy 3: Oh, my father got it with box tops and a couple of bucks.

Boy 2: Yeah? Let me see that.

Boy 3: Sure, you can see. Bang! Pow!

(Boy 1 falls dead.)

Boy 2: Pow! Pow! Gotcha! Fall dead!

Boy 3: Hah, you fall dead. I got the gun!

(Boy 3 stabs Boy 2 with bayonet. Boy 2 falls dead. Boy 3 stands victorious.)

Chorus: You've got to be carefully taught. . . .

(Scene 4—Cheerleading)

Cheerleaders: Clap, clap, clap, clap, clap, clap, clap, clap. Let's go!

Chorus: (joins in and repeats three times)

Cheerleaders: One two, one two, alakazoo, alakazoo.
Rock him, sock him, knock him in the head!
Knock him, pound him, leave him for the dead!
Kill him.

Chorus: Kill him!

Cheerleaders: Kill him!

Chorus: Kill him!

Cheerleaders: KILL HIM!

Chorus: KILL HIM! (hysterically)

(Girls move to outer edges of stage. Half the boys form semicircle around other half who begin children's war games, reminiscent of pantomime in the segment about children. Pantomime. Noise. Laughter. Suddenly the lighting changes from amber to red. The stage is now absolutely silent. In slow motion, the boys straighten and grow tall. They line up facing one another, bayonets in hand; and one at a time, two at a time, three at a time, take careful aim and very slowly they kill one another. Slow blackout on final freeze.)

"War and Pieces" was clearly the most total school experience of the year. Over 5,000 students, teachers, parents, and friends crowded our auditorium on the two consecutive weekends we presented the play to see what one critic called ". . . a generation of clear-eyed, thoughtfully perceptive, and spontaneously outgoing young people, fully aware of the social and moral problems confronting them and ready to attack them with fresh idealism and vision."

After the local performances, we took the production to other schools and colleges in Connecticut. Over 10,000 had seen the production before the New England Theatre Conference named *War and Pieces* winner of the Moss Hart Award for Plays of the Free World—the first high school production to receive the award. The U.S. Information Agency selected photographs of the production for the UN exhibit "Education U.S.A." now touring in the Soviet Union.

We are convinced that these accolades came to this production because teachers had trusted students to say what they felt. It was the process—the long, hard process of finding out what they valued and how they would communicate those values to an audience that mattered. The challenge of understanding one's values and stating them for all was truly a worthy educational experience for almost everyone involved.

Some students found the process too frustrating—the work demanded a long view, a certain courage while all the pieces were up in the air. Some people in the community felt that any play that was anti-violence was, of necessity, anti the Vietnam War and therefore un-American. Some students withdrew because their parents didn't want their names associated with the project. But for those of us who stayed through the entire development of *War and Pieces*, it was the highlight of our lives. □

Carol Lyons, Staples Players student director, accepts the Moss Hart Award. Others, from left to right, are: Elliot Norton, *Boston Record-American* drama critic; David Merrick, Broadway producer; Kitty Carlisle and Christopher Hart, Mr. Hart's widow and son.

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Mr. Fischer, below; Senator Mondale, right.

INDIAN EDUCATION —A NATIONAL DISGRACE

a dialogue between NEA President George D. Fischer and the Honorable Walter F. Mondale, U.S. Senator from Minnesota

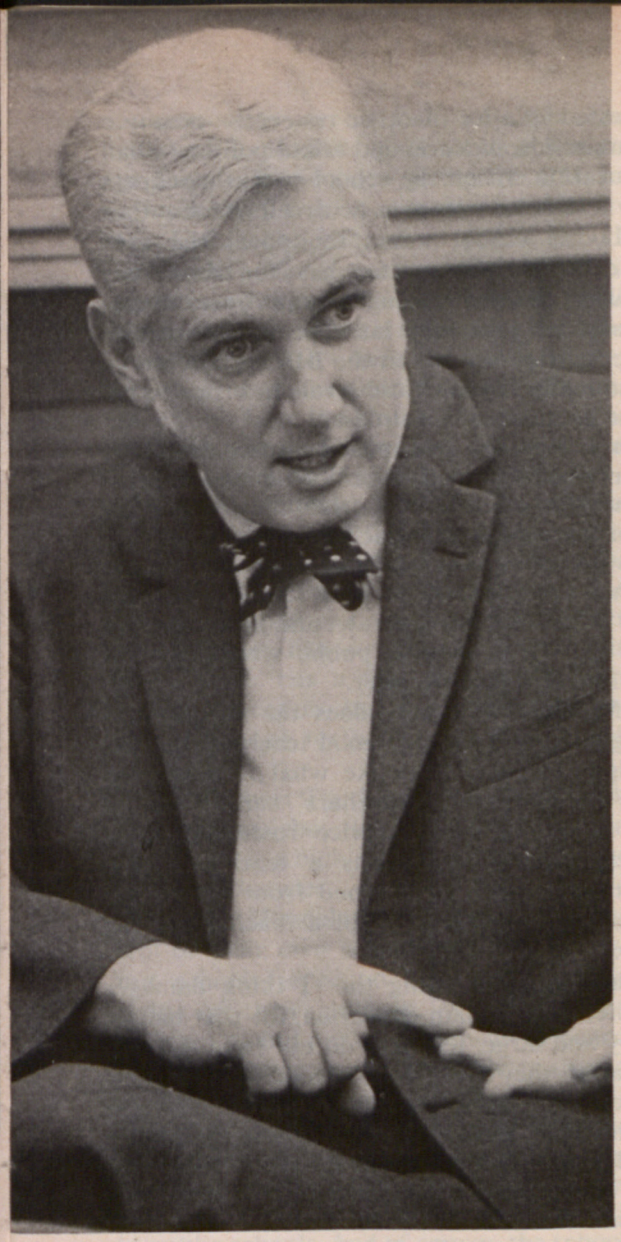
□ **Mr. Fischer:** I've been studying the report of the Senate's Special Subcommittee on Indian Education. We at the NEA think it's a good report and hope that it will wake people up to what a deplorable mess Indian education is.

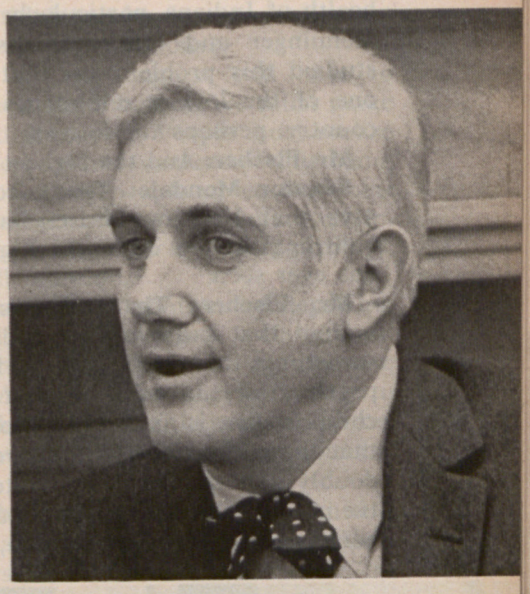
Senator Mondale: I agree with you completely. As you know, the NEA had a good deal to do with the creation of the Indian Education Subcommittee.

Mr. Fischer: That's right. At Congressional hearings in 1966, our NEA representatives urged the initiation of just such an in-depth study of Indian education as the Subcommittee undertook.

Senator Mondale: The Subcommittee held its first hearings in December 1967, and during the two years of its existence we compiled more than 4,000 pages of testimony—most of that from the Indian people themselves. We traveled thousands and thousands of miles—from points 300 miles north of the Arctic Circle in Alaska to the Navajo Reservation in the Southwest. We had a number of outside surveys and studies made. I think we ended up compiling the most comprehensive study ever made on the subject of Indian educa-

Senator Mondale is a member of the Senate Subcommittee on Indian Education. Other Subcommittee members are Edward M. Kennedy, chairman; Ralph Yarborough; Harrison A. Williams, Jr.; Harold E. Hughes; Peter H. Dominick; George Murphy; William B. Saxbe; and Ralph T. Smith.





tion. There have been other, more modest efforts, but this is the first attempt by a Congressional committee to understand the state of Indian education—if you can call this national disgrace *education*.

Mr. Fischer: National disgrace is right. Your report shows that the dropout rate among Indians is twice the national average. The achievement levels of Indian children are two to three years behind those of white children, and the Indian child falls progressively further behind, as long as he stays in school. Will the report of the Subcommittee help the situation? Will it be implemented or will it just gather dust, the way all the others have?

Senator Mondale: Well, action has already been taken on some of the recommendations. For example, we have increased the funding for bilingual education from $7.5 million to $25 million. We have funded the National Council on Indian Opportunity. We have introduced bills providing for a White House Conference on Indian Affairs, increased Teacher Corps personnel in Indian schools, and provided incentives to encourage more Indians to enter teaching. But I think that the basic issues in Indian education are still totally unresolved. The recommendations of our report call for a fundamental change in attitude, a fundamental change in the control of the educational program, and a far more substantial national commitment. And they call for the white culture to show respect for the Indian cultures that exist in this country.

Mr. Fischer: I've been around Indians all my life, and I grew up appreciating their cultures, but many people aren't aware that there are or ever were Indian cultures. They don't know, for example, that the Choctaw and the Cherokee nations ran their own school systems from about 1800 until after the Civil War—when the government took their authority away and put them on the reservations. In the days when they were running their own schools, the Choctaws and the Cherokees were more literate in their own language than the average American citizen was in English, and they were more literate in English than the average citizen was in Arkansas and Texas.

Senator Mondale: Their story is one of the saddest in our nation's history. After their system was taken from them by the federal government, their literacy rate declined tremendously. Today, 40 percent of adult Cherokees are functionally illiterate in English; only 39 percent have completed the eighth grade. The situation is tragic.

This is why I say the first thing we must do is to return control of the Indian children to the Indian community. If you told the average non-Indian community in this country that we had a dandy new system of education for them that was going to be run by some remote bureaucracy in Washington, you'd have a rebellion on your hands. But that's what we did to the Indian communities when we turned Indian education over to the BIA. No wonder it hasn't worked.

Mr. Fischer: It's worse than if it simply hadn't worked. I think that the combination of the reserva-

tion system and the kind of school Indian children have attended has destroyed the Indian youngster's self-respect. Even some of the textbooks they study make disparaging remarks about their race.

Senator Mondale: There's no question about that. Our subcommittee heard testimony on the mental health of Indians, particularly the children. Dr. Karl Menninger and other top psychiatrists who have studied this problem say that Indian children have one of the lowest self-images of any group in the country, perhaps the lowest.

Mr. Fischer: And the highest suicide rate.

Senator Mondale: That's correct. Dr. Menninger says that Navajo children in the BIA elementary boarding schools have the highest anxiety levels he has ever seen.

Mr. Fischer: That's not surprising. Imagine a system that puts five-year-olds in schools that are sometimes thousands of miles from their homes! Any psychiatrist can tell you that the best place for a child to live is in a good home. But it's not just that these children go to boarding schools. They are doubly damaged because white culture is forced on them while they are at school and then when they go back home in the summertime, they don't fit into the

culture any longer. They may be rejected by the other children in their own families.

Senator Mondale: Yes, they leave home too early to develop in their own language and culture, and then the schools are inadequate, so they don't develop in our language and culture. They can't go home and they can't join the white community. They just fall between the cracks. This is one reason why in some areas the Indian teen-age suicide rate is many times the national average. The human wreckage we've developed over the years must prove that our system of Indian education is one of the worst in the world.

Mr. Fischer: Why are the BIA schools inadequate, aside from the fact that they take the children away from their homes? We know that the BIA system has some dedicated teachers. Some of them have what amounts to a missionary dedication.

Senator Mondale: It's true that many of the BIA teachers I talked to were very interested and committed, but the whole structure of the BIA system is so stifling that their talents are wasted. In the first place, the BIA area director, who is in control of a BIA school, is seldom, if ever, an educator. He's more interested in a lot of other concerns—resource management, roads, welfare, and tribal politics—than he is in education. When the school makes a request for funds, it has to compete with all these other interests. If the school wants to appeal the area director's decision, the matter has to laboriously make its way upward through more bureaucratic layers. It seldom gets very far. The area directors won't let it. A gifted teacher in the BIA system has to deal with so many bureaucratic levels in order to get reform that he's virtually helpless.

Mr. Fischer: I'm sure this must be one reason why personnel recruitment and retention are such problems for the BIA schools. Of course, there are other reasons. For instance, a BIA teacher is on civil service. This means that he usually works most of the summer and often has no chance to go back to college, he accrues leave at the civil service rate, and he misses out on a lot of the fringe benefits public school systems around the country have to offer.

Senator Mondale: Not only does the BIA have a hard time getting and keeping good teachers, but the way it assigns teachers is unlike what is done anywhere else in the world. Teachers' names are all placed on a national civil service roster. When a local principal or school needs a teacher—say a chemistry teacher—one is assigned from the roster. No one considers whether or not a teacher fits the community.

Mr. Fischer: Another thing that I think damages the BIA system—all Indian education, for that matter—is that, by and large, teachers do not have the special preparation they need to do a good job of teaching Indian children. Many Indian children don't know any English at all before they go to school. Take a Navajo child, for example. When he starts to school, he has an even greater language handicap than a Puerto Rican child has when he starts, because the sounds that make up the English language aren't even in the Navajo's native vocabulary. The teacher needs to have developed an ear for the Navajo language and an ear for English sounds so that he can help the child to blend the two.

It isn't a simple matter to get the necessary preparation, however. Very few of the colleges have programs that offer it, and the BIA has never established any adequate training program of its own.

Senator Mondale: The ideal teacher for an Indian child is someone from the same culture. At Rough Rock Demonstration School, an Indian-controlled school system I visited, they have about 14 Navajo teachers, and the instruction is bilingual. The children I saw there were making much more progress in every subject, including English, than the Indian children in schools where English alone was used. Unfortunately, less than 5 percent of the teachers in the BIA school system are natives of the tribes they are teaching. In the entire system only 16 percent of the teachers are Indians. I think many Indian teachers would like to participate in a system they believed had integrity, but they don't feel that the BIA has.

Mr. Fischer: Apparently, they feel that way about all schools the Indians attend. I noticed in the

Subcommittee report that only 1 percent of Indian children in elementary school have Indian teachers or principals. We've been giving the BIA school system a hard time, but as a matter of fact, two-thirds of the Indian children go to public school, and their academic achievement there is as bad as that of the children who go to BIA schools. Basically, the same things are wrong with almost all the schools Indians attend. They don't have the specially prepared teachers they need, they don't respect the native cultures, they don't have the kinds of teaching materials Indian children can relate to, and, for any of a number of reasons, they don't spend enough money.

Senator Mondale: The lack of cultural sensitivity is one of the worst flaws in Indian education. Up in the frozen tundra of Alaska we saw teachers trying to teach with Dick-and-Jane books that talk about trucks and green grass and city houses and other things that the children had no knowledge of. Minnesota, my home state, has a fine program to improve public school education, but even there they only recently stopped using textbooks which referred to Indians as savages.

Mr. Fischer: The kinds of history books that refer to the skirmishes the Indians won as massacres and to those in which the whites came out on top as glorious victories.

Senator Mondale: If Indian communities had control of their own school systems, they wouldn't permit schools to be so insensitive to the needs and rights of their children. With local control, young children would not be sent away to boarding schools, forced to forget or reject their native language and culture. These things—insults, I call them—would never be permitted. That's why one theme running through all the Subcommittee's recommendations is increased Indian participation in controlling their own educational programs, whether they be in BIA or in public schools. And of course, the schools must have far more substantial funding.

Mr. Fischer: That means more support must come from the federal level. We have reached the saturation point, as you know, at the local taxing levels. The tax base is up to where there's almost a taxpayers' revolt. Many states are paying more than their share toward public education. The NEA feels that the federal government should be contributing a third, rather than the current 6 percent, but actually, federal support is dropping off precipitously. The present Administration believes that spending money on education is inflationary.

Senator Mondale: It's tough to get the funds we need. I had to fight in the Poverty Subcommittee to keep Head Start authorized at its present level, and if we can get the appropriation, it will be a miracle.

Mr. Fischer: If you don't get it, that will put Indian education in worse shape than it's in now. In Santa Fe, during the NEA Task Force on Human Rights hearings, we talked to educational representatives of all the pueblos in northern Arizona and New Mexico. Some of them had driven 600 miles just to testify. And the one thing they were in unanimous agreement on was that Head Start should not be cut. These were Indians speaking, and they were convinced that the earlier Indian children get into an educational program the better off they'll be. How can we hope to improve Indian education when the Administration's attitude is in favor of cutting out this important phase of it? If this kind of thinking is going to prevail, what do you think can be done to implement the Subcommittee's recommendations?

Senator Mondale: We in Congress will have to fight—harder than we've done before. We must make the public understand the issues. People must realize that investment in the human resources of this country isn't inflationary. Getting people up to the point where they can contribute to the economy isn't inflationary at all. It increases their tax-paying ability, so it tends to level off inflation.

Mr. Fischer: We can't cure inflation by depriving men of education and the means to gain social acceptance. These are tools, and without them, men are deprived of hope. Without hope they're going to choose to die, and they'll choose their own avenue, whether it be drunkenness or suicide or filth, squalor, and child abuse.

Senator Mondale: Professional educators could help a lot if they became an effective political force. Now in my state, teachers and administrators make up perhaps the largest single group in the state.

Mr. Fischer: Educators are the largest occupational group in the United States.

Senator Mondale: A lot of people with deplorable records on education keep getting reelected by people who never know this. Teachers should make us in Congress live with our records. They should spell it out. It ought to cost a man his political life if he fails to support education. And if American educators wanted it to be that way, it would be.

Mr. Fischer: It will be. We're determined to bring about changes that will improve the lives of this generation and the next. And one area where there will be big changes will be in Indian education. We're going to take a big step toward giving it back to the Indians. Of course, that's not a simple thing to do, because there's a difference of opinion among the Indian communities about what kind of educational system they want. Some want to continue with a reformed BIA, for instance, and others don't want any part of it.

Senator Mondale: We can't be paternalistic. Whatever develops, the plans have to be *their* plans. We have proposed a White House Conference on American Indian Affairs, which would be run by Indians. We have hopes that the National Council on Indian Opportunity will be able to settle some of the issues. As you probably know, this Council is charged by Presidential Order to coordinate, appraise, and innovate in the area of Indian programs. The National Congress of American Indians has already begun the debate.

Mr. Fischer: Good. Until now, the Indians have never been given the opportunity to sit down and debate the issues that are dividing them. And we all know that this is the way we solve problems in a democracy. □

Toward a Mankind Curriculum

From kindergarten through twelfth grade

FREDERICK O. GEARING, *professor of anthropology, State University of New York at Buffalo.*

☐ **The schools appear ready, and all** the necessary tools are at hand to have the social studies curriculum deal with, not men, but Man, from kindergarten through the twelfth grade. The condition of the nation and world requires it. The psychological comfort of concerned and puzzled students requires it. Education, in the oldest and least complicated sense of the word, requires it. So let's get on with it.

The essential content of a "mankind curriculum" is an empirical fact: All men are Man, members of the single species, *Homo sapiens.* That fact was *discovered,* bear in mind, through hard empirical work, and not so long ago. A mankind curriculum involves a concerted study throughout the grades of the nature of Man.

A mankind curriculum invites students at all grade levels to take frequent looks far afield at the culturally strange and alien lives of people remote in time or place. But note well: The main purpose in doing this is to help the student gain deeper understanding of himself, of his own human nature, thereby enabling him to relate with comfort and a degree of empathy to a heterogeneous nation and world.

In making a mankind curriculum, schools are ill-advised to start from scratch or from only a general framework. Rather, a baseline is required such as can only be provided by a fully embodied existing mankind course (or several such courses) to serve as a firm foundation on which to build further curriculum. The reasons are obvious: Preparing a good curriculum from scratch is very costly, but once the teaching of a well-developed course is under way, modifying and extending it is not too expensive. Good curriculum making in this particular realm also requires special substantive knowledge that is in short supply, but modification and extension can safely proceed with less special advice because a truly good mankind course is itself an education for the teachers and other curriculum makers.

Happily, two such courses, both excellent foundations from which a mankind curriculum can grow, now exist. These are "Man: A Course of Study" (a yearlong course appropriate for the upper elementary grades), developed with National Science Foundation support by the Education Development Center of Cambridge, Massachusetts, and available on a nonprofit basis from the Education Development Center directly; and "Patterns in Human History" (a semester course designed for grades 9 and 10, but probably usable in grades 7 through 12), developed with National Science Foundation support by the Anthropology Curriculum Study Project in Chicago (a program of the American Anthropological Association), which will be available from the Macmillan Company by early 1971. Each can, in its way, provide the solid foundation from which schools can make a mankind curriculum.

A mankind curriculum views the lives of many men, remote in time and place and close at hand. Men are thus seen in the full sweep of the total human career (over 99 percent of which was passed in the fully human condition we are today pleased to call "primitive"). All these men, at home and afield, variously express some selected aspect of the wide range of their shared capacities. Thus, a mankind curriculum persistently asks: What is human about all humans? How do any peoples, whoever, wherever, whenever they are, uniquely express that common humanity? And also: How does any society abuse and thwart its own humanness or that of its neighbors?

At bottom, this curriculum provides the student with a grand exercise in the art of comparison. By looking at the life of a people, familiar or strange, and by comparing sameness and difference, he can come to see himself more clearly. He sees differences and begins to sense his own uniqueness. At the same time he can through effort recognize sameness by vicariously entering into their experiences. Finding the underlying common humanity will prove to be most difficult when the cultural differences are greatest, but success under these circumstances has the greatest positive effect on the student's expanding self. By looking "out" and comparing, the student is better able to see "in."

One cannot teach a mankind curriculum didactically, but only through individualized classroom simulation of discovery. Each student must see "out there" *himself,* and so must his teacher. This requires rich data presented in several media. It requires much inter-

change between student and student, and teacher and student. It requires well-conceived and judiciously posed questions. In short, it requires individual inquiry.

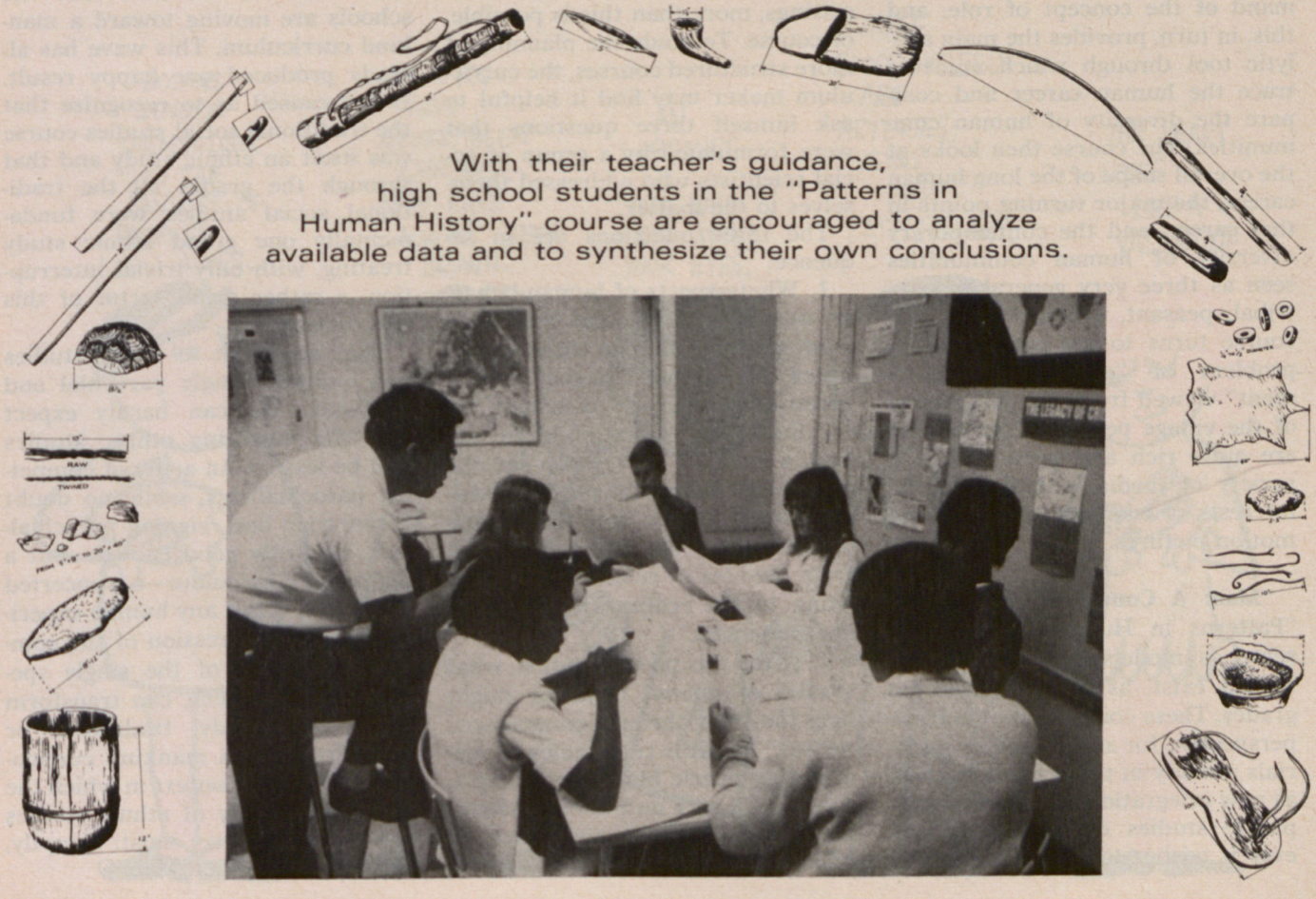
Robert Redfield once said:

He who goes to live with an exotic people often begins, as does many a common viewer of primitive art, with a first impression that these people are opaque, not to be understood, somehow not me at all but something quite different. The usual outcome of persisting effort to understand is so to alter this first impression as to make the exotic people seem almost like the outsider's friends back home. One of the best of the ethnological students of West African peoples has confessed that when he began to study a certain people there about whom he is now the leading authority, he thought of them as hardly human. They have now become human to him, quite human. In coming to understand an alien way of life, as in coming to understand an alien art, the course of personal experience is essentially the same: One looks first at an incomprehensible other; one comes to see that other as one's self in another guise.

Or as a kindergartner, poor and black, said during a study of an American Indian group: "Do them Indian boys cuss like me when somebody's made them real mad?" In asking that question, this kindergartner was in his own way asking: What is human about all us humans? For openers, try topping his concrete and wise query.

"Man: A Course of Study" brings into sharp focus the question: What is human about humans? It guides student inquiry largely by means of a wide-ranging and unhurried look at one small human community very different from the student's own—that of the Netsilik Eskimo. Unnarrated film with natural sound is the main means of conveying their way of life to the students. Readings adapted from ethnographic sources support the film.

The course opens by examining a series of animals—salmon, gulls, baboons—then moves to the examination of Eskimo life. The key ideas are the nature of animal adaptation (through natural selection) and the nature of human adaptation (through culture, made possible by language). Thus: Man is a profoundly unique animal in that he talks, therefore creates technologies, organizations, ideologies, in short, cultures and therefore may adapt to virtually all environments, including the very harsh one of the Netsilik. The data throughout are unusually rich, evocative, inherently engaging, contained in a wide variety of wisely selected media, including strategy "games" (a caribou hunt, a seal hunt) that seek to help the student get inside the "calculating head" of the Eskimo



With their teacher's guidance, high school students in the "Patterns in Human History" course are encouraged to analyze available data and to synthesize their own conclusions.

hunter as he pursues these life-and-death subsistence activities.

"I wouldn't want to be an Eskimo, but if I were, I think I'd be happy. My Eskimo parents would keep me warm," said a fifth grade girl. She had certainly vicariously shared the experience of her Eskimo counterpart, had seen difference, but had also come to recognize the underlying sameness, not romantically, but quite realistically. Probably she has never said, "All men are Man," or even "Eskimos are Man." But she experienced that fact. And as a result, she is not quite the same girl she was before.

"Patterns in Human History" also considers the question: What is human about humans? But whereas "Man: A Course of Study" treats one human community extensively, this course looks analytically at an array of human communities, both familiar and strange, selected for their contrasts in size and form.

"Patterns in Human History" begins with the immediate experience of the students and on that basis helps them develop a working command of the concept of role, and this, in turn, provides the main analytic tool through which students trace the human career and compare the diversity of human communities. The course then looks at the overall shape of the long human career, the major turning points in that career, and the contemporary diversity of human communities seen as three very general types—tribal, peasant, urban. Finally, the course turns to the contemporary problem of "economic development" viewed from the perspective of the village peasant. Course data are quite rich and presented in a variety of media, although in the interests of economy, there are no motion pictures.

"Man: A Course of Study" and "Patterns in Human History," to serve as models and foundations, should exist, as such, in selected grades. These courses provide fresh perspective for social studies materials already in the schools, as well as new integration of otherwise disparate studies or courses. Whenever it wishes to do so, a teaching staff can reorient almost any existing social studies course to the mankind perspective.

To my knowledge, no mankind course exists for the primary grades, nor does the need for an ambitiously organized "course" appear to be pressing. Rather, in these grades, schools are well advised to indulge the young child's special capacity to appreciate the wonder of the human universe, especially as that wonder is conveyed by folk song and dance, folk tales and myths, and good pictures. Such indulgence is already a mankind curriculum.

These very young children have several assets that most of them will soon lose. They are beautifully naïve and hence are usually willing to accept a rain dance, for example, as a pretty good idea and to enjoy the song and dance and color directly. They are not much concerned about lineal time and space; thus they are usually able to enjoy a remote people's folktale as if those people existed with them in some timeless and spaceless universe.

In the great majority of primary settings, more than this is possible, of course. To guide the planning of more structured courses, the curriculum maker may find it helpful to ask himself three questions that were formulated by a group of social scientists who addressed themselves to the matter.

The three questions are in sequence:

1. What aspects of human behavior especially puzzle and preoccupy many children during these years? Rules fall in that category simply because, in coming to school for the first time, young children run into a host of new rules—in the classroom and on the playground—and they do so at a time when many of them are in the midst of moving from the idea of rules as simply existing to the realization that they are man-made.

2. Given this preoccupation, what studies of *animal* behavior might help the child, through comparison, to "see" that it is rules, rules in general, that puzzle him? For example, rules of a sort and their enforcement underlie the squabbles of white rats in a cage, the pecking order of fowl, the dominance hierarchy in a baboon troop. Materials on all of these kinds of behavior are available.

3. What studies of *human* behavior in some small, culturally strange community would, through comparison, help the child to see the particular nature of the rules that puzzle him and would help him to recognize the man-made nature of rules in general? One should not look for explicit treatment of rules, of course, but rather for storylike materials in which rules are paraded, acted out. Appropriate narrative stories, films, and so on, are available in vast quantities.

(The approach used for exploring rules will also work in dealing with other topics that preoccupy young children. To cite only one of many such topics, infant dependency puzzles youngsters, who have just left it or are still struggling to leave it. Studying infant dependency in the animal world and in culturally strange communities will help them understand.)

The current wave of ethnic studies is one evidence that the schools are moving toward a mankind curriculum. This wave has already produced one happy result. It has caused us to recognize that the traditional social studies course was itself an ethnic study and that through the grades all the traditional social studies were fundamentally one grand ethnic study treating, with only trivial interruption, a rather small sector of this one society.

That approach to social studies was embarrassingly parochial and invidious. We can hardly expect that the emerging ethnic studies will be less so. An array of competing parochialisms, while no doubt better than one reigning parochialism, is hardly good enough. But a mankind curriculum—a concerted study that views any human experience as one expression of the common potentials of the single species, *Homo sapiens*, can transform any ethnic study, traditional or new. Probably, a mankind curriculum is the only context in which the emerging variety of ethnic studies can thrive, as they must. Happily, all men are, in fact, Man. □

MY I.Q. IS 20/20

THOMAS L. BERNARD, *assistant professor, Department of Psychology and Education, Mt. Holyoke College, South Hadley, Massachusetts.*

□ **For a number of years I have been** a collector of miscellaneous examples of malapropisms and other forms of unconscious child humor. Here are a few selected examples of some of the delightful boners relating to health education I have come across in the elementary classroom.

Doctors devote themselves to the savings of people's lives.

The letters M.D. stand for mentally deficient.

An optimist is one who looks after your eyes.

A pessimist is one who looks after your feet.

I had to go to the dentist as I have loose morals.

My I. Q. is 20/20.

Blood type: Irish.

My eyes have never been checked, they have always been brown.

When you breathe you inspire, when you don't you expire.

An aorta is a man who makes long speeches.

Respiration is handy to know, especially if you live far from a doctor.

The stomach lies south of the ribs.

Describe the heart . . . The heart looks like a Valentine.

Three blood vessels are arteries, veins, and caterpillars.

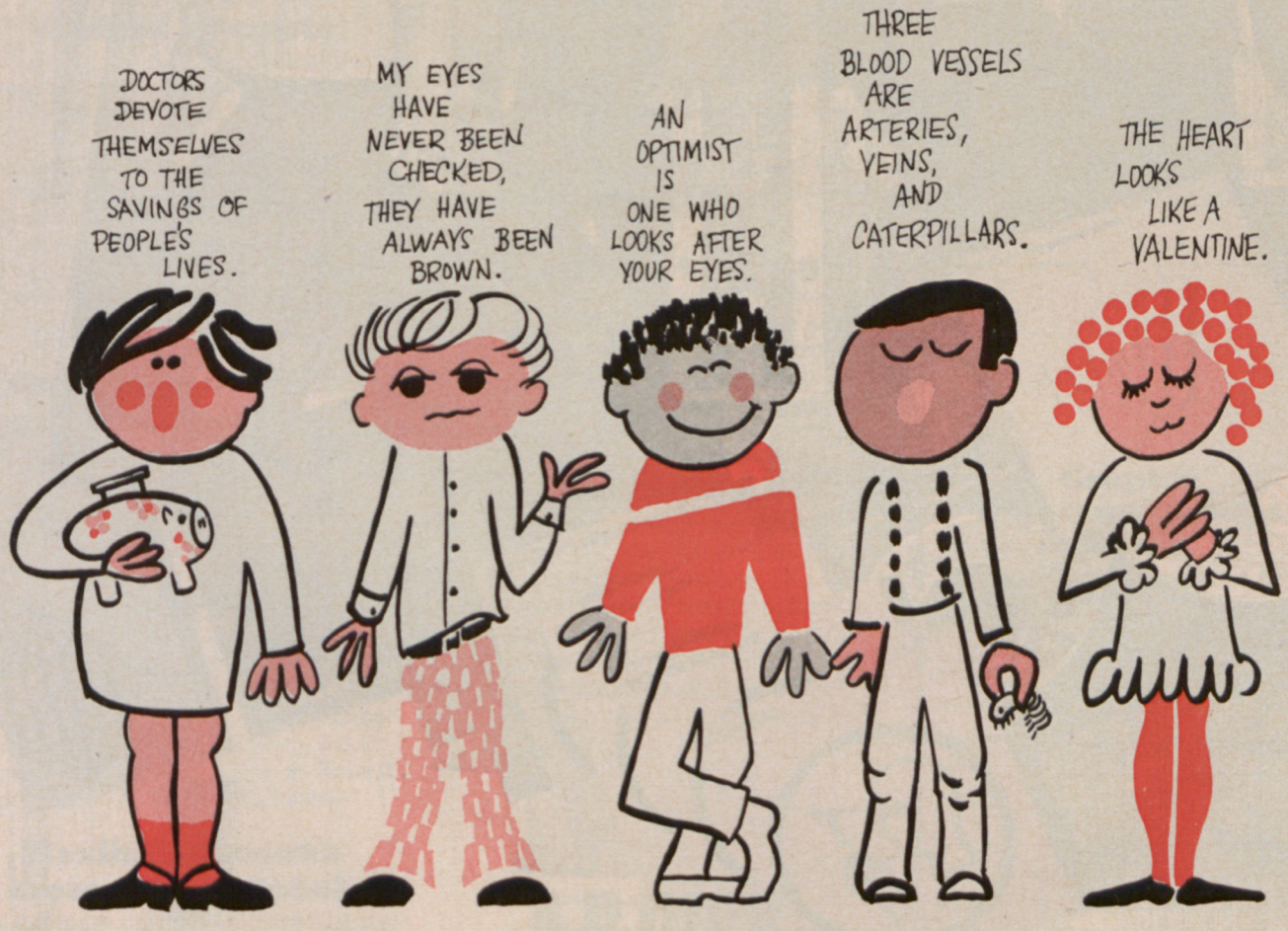
A heroine is a very brave lady who takes drugs.

A wonderful new development is open-hearted surgery.

John was out sick with a touch of guitar.

His memory was affected by a slight case of magnesia.

My brother stepped on a nail, and Mom is taking him to be shot. □


DOCTORS DEVOTE THEMSELVES TO THE SAVINGS OF PEOPLE'S LIVES.
MY EYES HAVE NEVER BEEN CHECKED, THEY HAVE ALWAYS BEEN BROWN.
AN OPTIMIST IS ONE WHO LOOKS AFTER YOUR EYES.
THREE BLOOD VESSELS ARE ARTERIES, VEINS, AND CATERPILLARS.
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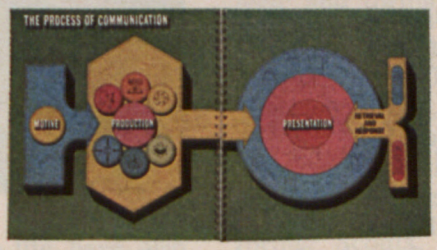

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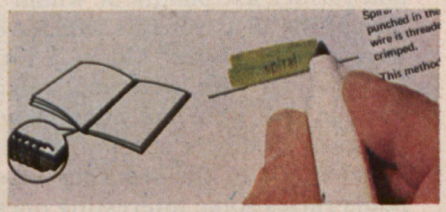

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Youth-serving agencies have a continuing record of turning kids on.

A. E. IVERSON, *free-lance writer, consultant, and researcher; former director, Relationships Division, Boy Scouts of America.*

□ **Walking on the moon isn't exactly a Scout hike, but** the four men who have done it were Scouts not long ago. Indeed, Neil Armstrong had with him the World Scout badge during his Apollo space flight.

The first men on the moon head a list of 65 present and former astronauts of whom 52 were Scouts. Sixteen of the 18 astronauts who have made Apollo flights were Scouts. "Buzz" Aldrin, a former Scout, has said of scouting, "We were motivated to be better than average. We were not content with average achievements or mediocre accomplishments."

Reference to the scouting experience of the astronauts raises some interesting questions as to the long-range effects of programs offered by the various youth-serving agencies, such as Boy Scouts, Girl Scouts, Camp Fire Girls, National 4-H Club, Future Farmers of America, Boys' Clubs of America, YMHA, YMCA, and YWCA. It is generally agreed that these programs provide kids with recreation, fun, and activities to burn up some of their youthful energy. Do they, however, help to develop knowledge, skill, character, and citizenship that carry over to adult life?

All these programs offer opportunities for personal development, social relationships, service, and training in citizenship. They aim to supplement the basic educational processes in the home, the school, and the religious institution. Obviously, it is impossible to measure the effects of these agencies on the development of character traits, living skills, and citizenship. Nevertheless, much evidence indicates that participation in a voluntary youth program has had salutary long-term effects on the lives of many people.

Some outstanding men and women have acknowledged the benefits they derived from their experiences in one or another of the youth programs. In addition, they express their belief in the value of these programs for boys and girls today.

Mrs. Douglas MacNeil of Princeton, New Jersey, recently elected president of the Girl Scouts of America, expresses a firm conviction that "Girl Scouting provides valuable training for girls and young women to take their place as adults in whatever circumstance they find themselves in life."

At a recent Girl Scout convention, Debbie Reynolds was one of the celebrities on the program. She didn't just make an appearance: Because of her great interest in scouting, she attended the whole conference. She is a Girl Scout leader and has a daughter in the program. Other famous entertainers who were Scouts are Sandra Dee, Jean Seberg, Dinah Shore, Shari Lewis, and Lucille Ball.

"Girl Scouts are far more effective than Telstar," said one celebrity. "They are already one group all over the world—a group based on common values, sharing a common goal of caring deeply enough for other people to build a world congenial to human life."

An organization similar to the Girl Scouts is Camp Fire Girls, Inc., which celebrates its sixtieth anniversary this month. At the meeting of the National Council of Camp Fire Girls in November, the organization conferred its Outstanding Woman Award on Colonel Jeanne M. Holm, a former Camp Fire Girl, who is now director of women in the Air Force. She was cited as an "example of notable excellence in a field in which few women excel and for bringing credit and honor to her profession and to womanhood."

Another former Camp Fire Girl who has achieved distinction is Shirley Temple Black, the child star of the 1930's who recently returned to public life as a representative on the U.S. Mission to the United Nations.

Hester Turner, former educator and lawyer and now national executive director of Camp Fire Girls, sums up the philosophy of this program which has helped myriads of American girls to become successful homemakers, citizens, and career women: "Camp Fire is a most personal experience. A girl seeing her own capacities, challenged to be the best that she can be; a girl in an open society, on common ground with others who are different; a girl whose self-growth, with the companionship and counsel of adults who care, . . . will give worthwhile concern to others. Camp Fire is education, pervasive in its reach, lifelong in its power."

Scouting is more than adventure in open places. . . . It is learning to live together as people.

Many prominent men in American life have also been involved in scouting. One finds them in every profession, vocation, and occupation—men who exemplify in their successful careers some of the training and experience they received in scouting.

The only former Scout who became President was John F. Kennedy, a member of Troop 2, Bronxville, New York, from 1929 to 1931. Because of his personal experience as a Scout and as a leader, his appraisal of the program has great meaning: "Scouting . . . has helped to mold character, to form friendships, to provide a worthwhile outlet for the natural energies of growing boys, and to train these boys to become good citizens of the future. In a very real sense, the principles learned and practiced as Boy Scouts add to the strength of America and her ideals."

According to a poll conducted by Ohio Congressman Clarence J. Brown, Jr., 280 members of the 91st Congress are former Scouts.

A former Scout himself, Robert H. Finch, Secretary of Health, Education, and Welfare, maintains that "scouting is more than adventure in the open places—more than learning skills and making new friends and earning merit badges. Scouting is all of these things, but it is something more. It is learning how to live—learning the skills of living together as people. Believe me, this skill is more important to us today than ever before in our history. . . . I would put scouting in the same educational league as our churches, our schools, and our families as a molder and shaper of men."

Another tribute from a distinguished former Scout is that paid by Ralph J. Bunche, undersecretary, Special Political Affairs of the UN Secretariat, and winner of a Nobel Peace Prize. In his words: "Scouting is excellent training for useful manhood. Boy Scouts learn how to live and work together, and how to develop initiative and self-reliance. These are invaluable lessons for good citizenship."

Large numbers of former Scouts are serving at all levels of our educational system. One who has achieved prominence is John H. Fischer, president of Teachers College, Columbia University.

In boyhood, Dr. Fischer attained the rank of Eagle Scout, and his professional career has demonstrated the same devotion to the pursuit of excellence. As an educator, he has stressed the value of the programs of the Scouts and other youth-serving agencies as a means of continuing the educational processes during the hours when boys and girls are not involved in formal educational programs in the schools and religious institutions.

In the field of religion, one finds many leaders of all faiths who acknowledge that scouting played a part in leading them into the ministry. As one prominent minister has said: "During five of my most strategic and formative years, I was a member of two different troops, one sponsored by a church and another sponsored by a school. I am convinced that scouting made a substantial and singular contribution to my life, made me a better man, a better citizen . . . and a more effective minister of the gospel."

So much for the distinguished adults who are former Scouts. How about the younger generation just out of their teens and in college?

The records show that thousands of former Boy Scouts and Girl Scouts on college campuses are engaged in a kind of activism that is positive in its purpose and methods. According to spring 1969 *Torch & Trefoil*, in 500 chapters at colleges and universities, former Boy Scouts are members of Alpha Phi Omega, a national service fraternity; at 50 colleges, former Girl Scouts are organized.

These Alpha Phi Omega chapters and Girl Scout campus groups perform volunteer services on the campus and in neighboring communities, particularly in disadvantaged areas. They work with troops for the mentally retarded, physically handicapped, or deprived; secure blood donors for the Red Cross Blood Bank; and help with Head Start, senior citizens projects, and literacy programs.

To sum up: The successful products of youth programs are found not only on the moon, in executive suites, or on college campuses; they are found everywhere in America. The mainstream of our national life has been invigorated by the products of the many youth-serving, character-building organizations. Former members of youth groups are more than likely to be leaders in community activities, in the schools, and in the religious institutions and to do their part to meet the challenges of our changing society. □

RALPH G. BEELKE, *professor of art and design, Department of Creative Arts, Purdue University, Lafayette, Indiana.*

MODERN ART

□ **"One must see them to know** what they are like. They provoke laughter, and yet they are lamentable. They display the profoundest ignorance of drawing, of composition, of color. When children amuse themselves with a color-box and paper they do better."

One might think this quotation was taken from a current newspaper or magazine and that it was about "modern" art. But it appeared in a Paris newspaper of 1877 and referred to the Impressionists. Today, Monet's color paintings of

"Acceleration Chromatique" by Claude Tousignaut

haystacks and cathedrals are well accepted, most of us like the moments of life captured by Degas in his pictures of ballet dancers, and we respond positively to the warmth of Renoir's paintings of women. Unlike the critic of 1877, we understand Impressionist art and we like it. We like the warm and positive attitude their works reflect about life: The colors are generally gay; the spirit, light and airy. In short, we "appreciate" Impressionist paintings.

The point being made here, of course, is an old one to educators—the omnipresence of cultural lag. Ever since the 1880's, artists have been doing things that the public hasn't been able to understand. Today is no different. Intelligent and serious people look at the work of today's artists and ask "Why?" The same gap that existed between the Impressionists and their public exists between today's artists and their public. How can the layman get to understand what's going on now in the world of art?

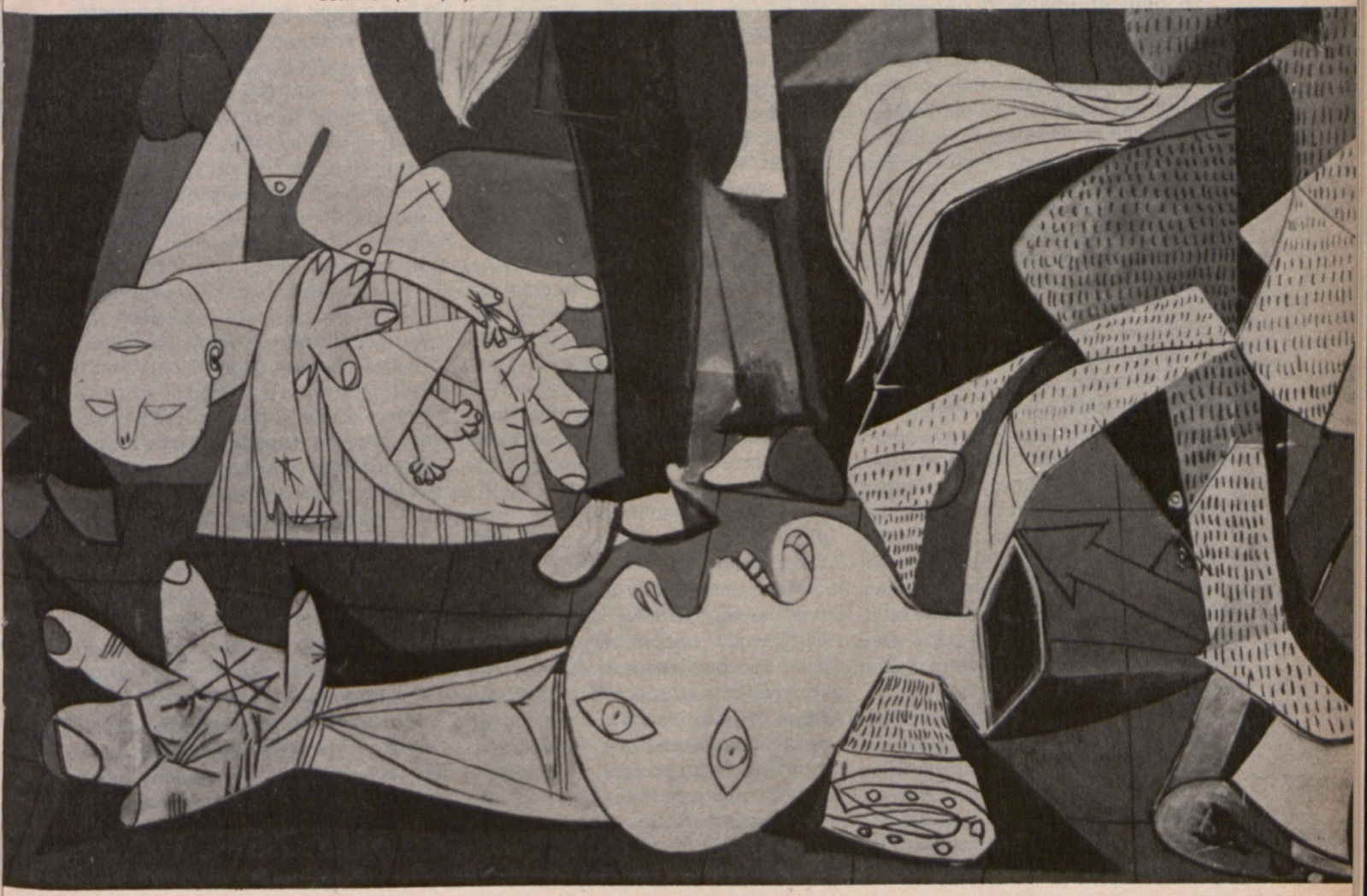
The art educator's reply to this question would be that one receives in proportion to what one brings to any experience. If one approaches a painting with the idea that it must be an accurate representation of nature or objects in a photographic sense, then he will be disappointed by many paintings. If he thinks art should be "pretty" and should deal with "beauty," he will be repelled by much of what he sees.

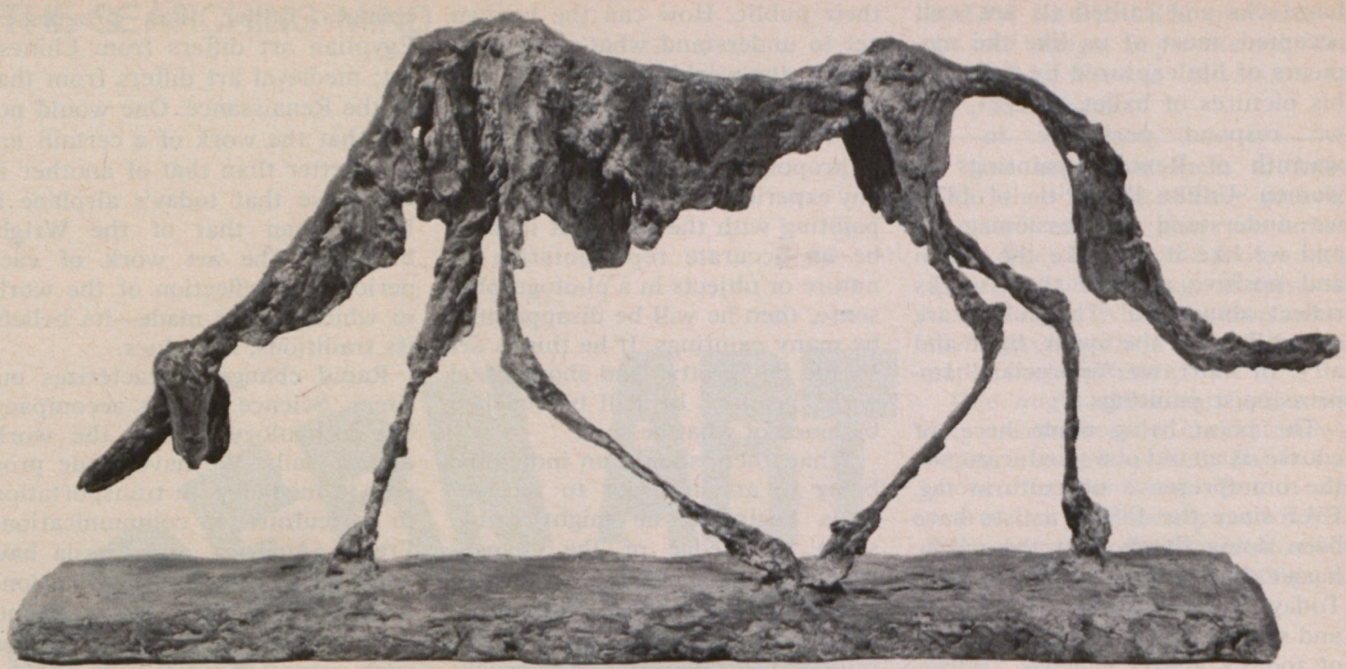
What, then, should an individual bring to art in order to receive? As a beginning he might bring: some knowledge of the changes that have taken place in art during the past 200 years, a commitment to lots of looking, and a dash of humility. Let us consider each briefly.

To begin with, art has always been a reflection of the society in which it was made. In this sense, it changes rather than progresses. Egyptian art differs from Chinese art; medieval art differs from that of the Renaissance. One would not say that the work of a certain era was better than that of another in the sense that today's airplane is better than that of the Wright brothers. The art work of each period is a reflection of the world in which it was made—its beliefs, its traditions, its values.

Rapid change characterizes our times. Science and its accompanying technology change the world almost daily. We have made progress in medicine, in transportation, in agriculture, in communications. France, America, and Russia have had social and political revolutions. Things are moving so fast we cannot keep up with them. One of the reasons suggested for the general turmoil of our times is the fact that our social organization has not been able to keep up with the problems

"Guernica" (detail) by Pablo Picasso. Extended Loan from the Artist to The Museum of Modern Art.





"Dog" by Alberto Giacometti. The Museum of Modern Art. A. Conger Goodyear Fund.

raised by the rapid changes of our technology. Thus we live in a period of "catastrophe."

In light of this, is it unusual to witness many changes in art? Since the French Revolution, we have had Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Expressionism, Cubism, Dadaism, Surrealism, and Futurism, as well as the Abstract-Expressionism, Pop, Op, and Minimal art of recent years in America. At no other time in history have visual images changed so rapidly.

Changes in style and image do not occur without reason. Contemporary art did not just appear. It has been evolving for about two hundred years. What we see today is a continuation of the past. Two related factors, however, helped make the changes rapid and contributed to the diversity of styles that we find. One is the matter of patronage and the other, the idea that the art object is an end in itself that exists for its own sake and does not need any other reason for being.

Before the French Revolution, the artist had been largely dependent upon the church, the king, and the nobility. They were his patrons; he was their servant. The art he produced was calculated to appeal to their taste. For example, French art at the time of Louis XV took on the light and frivolous character of the court itself—a useless collection of lords and ladies who paraded around the palace at Versailles. Picture titles like "The Love Letter" by Fragonard indicate a life that was bored, tired, and sterile. The art was delicate and fragile like the life itself.

As the church and nobility receded in importance during the nineteenth century, almost impersonal buyers from the new middle class took over. This new class had little knowledge about art and art theories and no prejudices of taste inherited from the past. They knew, however, what they wanted. Pictures were to be literal, to tell a story, to have a moral, and to be painted in the tradition of Renaissance realism.

Many an artist in this new industrial society fulfilled the demands of the new patron, who had little aesthetic background. Through the control of art schools and exhibitions, the standards set during this period continued for many years and are, in large part, the basis of popular taste today.

But what of the nineteenth century revolutionary, the artist who found himself unable to accept the demands of popular patronage? He found himself painting for a very restricted audience and most often for himself. But the idea of individual freedom was in the air. A person could do what he pleased, so Cézanne, van Gogh, and Gauguin went their own ways, each producing an art that was different from that of the other. With this freedom of expression, the picture and its structure became the important thing rather than what the picture was about.

As the first real revolutionaries, the Impressionists prepared the way for Cézanne and his colleagues. In their concern for registration of light, they abstracted the form of things and undermined the notion of representational subject matter. The public response to this has already been referred to.

Cézanne began as an Impressionist but went beyond. He searched for the essence of forms in nature and attempted to restore an architectural structure to his paintings. The artists Picasso and Braque carried these ideas further in the development of Cubism.

Here the picture was an analytical abstraction of several planes of an object designed to present a synthetic, simultaneous view of it. The planes were directed toward the observer rather than retreating in illusionistic space by means of

This article was obtained with the cooperation of the National Art Education Association, a national affiliate of NEA.

Renaissance perspective. The picture frame was no longer a window leading the eye into the distance. The picture did not refer to "something other"; it was an end in itself. From this point, it was not difficult to leave the object entirely and to move to an art of pure color, shape, line, and texture—to nonobjective art.

Some observers believe that contemporary art has shown an inclination to take over the positivist role of philosophy by presenting its own self-sufficient reality. The sense of reality is, of course, one of those things that change from age to age and that is determined by the total way of life. We have today reached a stage in philosophy where it is possible to say that each of us constructs his own reality, that reality is actually subjectivity. This is the position reached by the Existentialists and some contemporary art corresponds to this position.

At one time, religion reigned supreme in the western world, and all lived in the embrace of its totality and its security. Since the Reformation, however, faith in "something other" has declined, and religion no longer plays the dominant role it once did. We have moved to a secular society and man has increasingly become alone, naked, and homeless.

Some time ago we believed that the world and all its parts had a rational order and could be known through reason. Now science tells us that our world may not be completely knowable, and that at bottom it is chaotic and irrational. William Barrett considers these points in his book, *Irrational Man.* He also suggests that the kind of social order our technology is providing removes us from direct participation in living and knowing. Most of our information comes to us secondhand, even thirdhand, and in the process we lose most of our humanity. We become spectators rather than participators.

Faced with an inexplicable world, it is not surprising that our paintings should be flat, with shallow space and with a denseness and opaqueness unique to our time. The sculptor, Giacometti, can make tall, thin men who walk and stand alone in a world separated from a transcendental anchor. For other artists, man becomes faceless, mechanical, distorted. For some observers, this is a direct confession of the spiritual poverty of our time. But, to quote Barrett, "To discover one's own spiritual poverty is to achieve a positive conquest by the spirit."

One should remember here again that artists do what they do intuitively. The result of their work is not a conscious effort to rationalize and interpret the world and the condition of man. It is a responding to it in the only way artists know how, by being themselves and following their own special instincts.

Despite what some people suspect, we are not being hoodwinked, put upon, or taken in. Most of the artistic prime movers from the Impressionists on down have not been successful or accepted in an economic sense. They are just ahead of most of us. Our mass media make us more aware today of contemporary work, but we still lag behind as we did in the days of the Impressionists. The artists continue to do what they must, whether or not we choose to accept it.

The work of the avant-garde is currently most puzzling to us. Why the isolation of a soup can, blown-up portions of a comic strip, or the inclusion of objects like blankets, chickens, or goats that appear in the work of Robert Rauschenberg? Sometimes just understanding intent will help. Here we have a kind of anonymous art. The idea is that art can become closer to life to the extent that the artist is able to remove his personal imprint from the work. Rauschenberg uses objects he happens upon by chance. He calls his work *combines* rather than paintings.

In music, the composer, John Cage, wants to make his audiences aware of the sounds that surround them. One way to do this might be to make a composition in which the performer does nothing. People are just made aware of the sounds around them by his silence.

Similarly, in the visual arts we might become sensitive to the things we see, as artists isolate aspects of the environment for us. Art is life! This is the major premise. Life is chance encounters, indeterminate happenings, unplanned events. One is really not the captain of his ship. We should not be disturbed as artists pursue this idea. Rather than shaking our heads and laughing, we should be concerned with the import of such work.

To really get the feel of art, one must look at many, many works. This goes for the art of any time or any period. Even in the art that we understand, the message is usually beyond the surface of the subject matter. Attending an exhibition now and then, or looking at occasional reproductions in magazines, is not enough. The world of art is a large one. It has many rooms, all related, but varied and exciting. One or two encounters are not sufficient to "get with it." One must immerse himself deeply for the deepest rewards. Meanings are generalized as one sees the totality of a period. Judging one or two works is not enough. The totality, not an individual work, gives the meaning of a time.

One must come humbly to the offering. Preconceived notions and ideas must somehow be left behind. Don't make fun of what you see. Most of today's art, as has been suggested, is not literal. Don't look for literal meanings. Meanings, if one wants them, are generalized, but they relate to life. Look at life; then look at art. Or turn this around and look at life after looking at art. Whatever the order, be open-ended and receptive to what you see. Try to accept it on its own terms, not yours. This, of course, takes effort and hard work. It's not easy, but does anything in life come free and easy? One receives in proportion to what one brings to any work of art, be it poetry, music, or the visual arts.

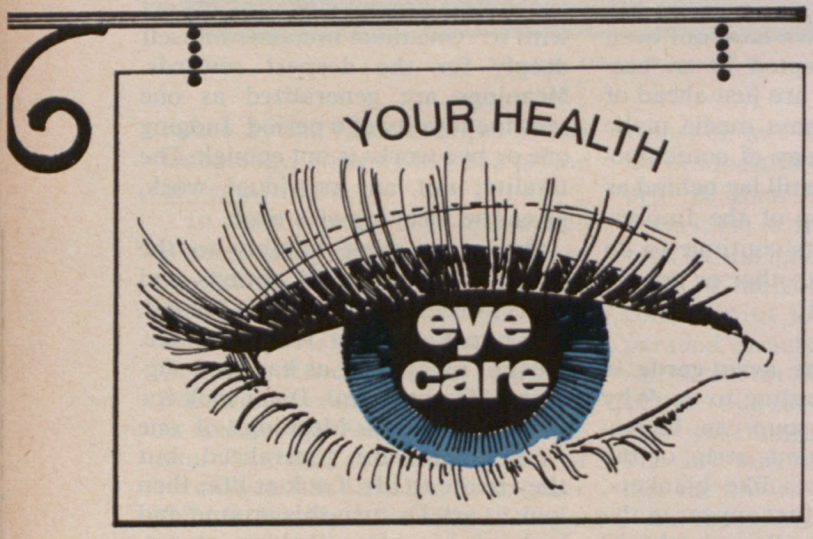
In summary, the character of modern art suggests, in many ways, the conditions of modern life and of man in one of his most anxious states. Artists are more interested in imitating the manner of operation in nature than they are in her outer appearances. Unless one takes this idea with him to his encounter with contemporary art, he will lose much of what it can contribute to his understanding of himself and the world in which he lives. □

WILFRED D. DAVID, M.D., *executive director, the National Society for the Prevention of Blindness, New York City.*

☐ **A nationwide poll has revealed that individuals in** this country fear blindness second only to cancer. This being so, we would expect people to take every precaution to assure themselves a lifetime of sight. Unfortunately, however, this does not appear to be the case. Statistics tell us that half of all blindness could have been prevented. Each of us must make an active commitment to eye safety and eye care, and parents and teachers have a special obligation to promote and protect the eye health of our youngsters.

Proper lighting is one of the musts in a regime of eye care. It seems to me that for teachers, the most important light environments are the classroom and the individual study area at home.

In the classroom, adequate artificial lighting, usually



supplemented by natural light, is essential to eye comfort and efficiency. High levels of light increase the speed and accuracy of seeing and increase the ability of the eye to function under handicaps, such as an eye defect or the need to decipher poor handwriting.

The brightness intensity should be the same in all directions. There should be no shadows, and the light should be distributed throughout the classroom from all *overhead* directions. Though the eye adjusts readily to changes in the quantity of light, it cannot adjust to excessive differences in brightness that exist simultaneously in various parts of the visual field. What I refer to here, of course, is *glare,* which can cause eye discomfort and loss of visual performance—and can even put you into a bad mood!

Schoolrooms often contain shiny and glossy surfaces that produce reflected glare. Lighting fixtures themselves are sometimes a source of direct glare.

Another important element in the brightness pattern of the classroom is the reflecting characteristics of the room surfaces and furniture. The lighter the color of an object, the higher its reflection factor. (The amount of light in areas of a room can often be doubled merely by repainting or by changing the color.)

Visual efficiency calls for high reflection from all surfaces *above* eye level, so that the light striking them may be reflected downward onto the work. Surfaces *below* eye level should reflect slightly less light.

When you are reading or studying while seated in a chair at home, the lower edge of your lampshade should be at eye level if the lamp is *beside* you. If you must use a lamp above eye level, place it close to a rear corner of your chair.

You will get a better spread of light if the bulb is close to the bottom edge of the shade, and if the shade is fairly wide—16 inches is a good width. The inner surface of the shade should have a very high reflectance. The shade material should be translucent and of good diffusing quality.

When doing desk work, remember to have supplementary lighting in the room. Your desk lamp need not be expensive, but it should provide good diffusion and reflection qualities.

The light for your desk may be a floor lamp or it may be a wall-mounted or ceiling-mounted one, but it should be so situated that neither your head nor your hand casts shadows on your work. Your desk top should be light in color and have a nonglossy surface.

Most nonprescription eye drops or ointments offer very little (if any) benefit and some involve risks. Nonprescription ophthalmic products fall into four categories: artificial tears, eye washes, antiseptic drops or ointments, and decongestants. The first three categories are relatively harmless (though several contain camphor, a questionable ingredient) if they are sterile and if they are not used to treat an eye "condition." But they don't really do anything other than provide temporary relief. A highly reputable professor of pharmacy stated in a recent article that:

"Tired eyes or eye strain are the result of concentration. . . . [the individual] fails to blink as often as usual and the tears do not flow in a normal pattern over the eyes. Relief will be obtained if any sterile drop is placed into the eye."

The decongestants are vasoconstrictors, which narrow the blood vessels in the white of the eye. Their harmful possibilities include dilation of the pupils (an effect of extreme danger to those with glaucoma), and systemic absorption. In addition, many products in this category contain unstable ingredients; that is, after their *first* use, oxidation is likely to occur. This not only reduces the product's activity; but has caused irritation in some individuals who react to these "breakdown products."

Other dangers inherent in nonprescription ophthalmic drugs include the following:

- Self-medication when there may be a corneal injury can delay medical treatment and allow infection to develop.
- An inflamed eye can be due to various causes, the most common being acute conjunctivitis, acute iritis, acute glaucoma, or corneal trauma. In the last three conditions, impairment of vision is an immediate dan-

ger, and self-medication can cause harm and delay needed medical attention.

- When these products are instilled in the eye, they may be carried, as the tears are, into the nose (through the nasolacrimal duct) and ultimately into the gastrointestinal tract. This means systemic absorption of the drug.
- The use of these products may mask bacterial and other infections.
- These products are easily contaminated, and they can also form crystals on the lip of the bottle or on the dropper tip, which can easily injure the cornea.

Starvation, malnutrition, and severe vitamin deficiencies are the main conditions responsible for nutrition-linked visual impairment and blindness. Fortunately, these conditions are not common in the United States.

However, an actual state of malnutrition or vitamin A deficiency may exist in persons whose diet is adequate but who are subject to poor absorption or utilization. A number of diseases (sprue, liver disease, and chronic nephritis) may produce a type of "secondary" vitamin A deficiency. Night blindness is the most distinct symptom of vitamin A deficiency (and one of the earliest ones).

Other nutritional conditions which can cause undesirable eye change or visual impairment include vitamin B deficiency conditions, protein deficiency, calcium deficiency *and* excessive calcium, anemia, and high levels of blood cholesterol. However, it must be emphasized that these conditions, other than deficiencies of the vitamin B complex, are relatively insignificant, particularly in the United States, as causes of eye disease or visual impairment.

A well-balanced diet is necessary for normal bodily development and maintenance and for optimum functioning of the whole body, including the eyes.

What about contact lenses? As an ophthalmologist stated at a recent conference of the National Society, "Contact lenses are here to stay." There is no doubt that the "ideal" contact lenses on the eyes of the "ideal" wearer offer the best visual correction, giving the wearer distortion-free vision and a complete visual field. There are presently over eight million people in the United States who have made the switch from glasses to contact lenses, and their number increases by another 800,000 every year.

The main factors in successful adjustment to the wearing of contact lenses are expert fitting and adjustment by an eye specialist, and a wearer who has a real desire to wear contact lenses, who practices good contact-lens hygiene, and who goes for regular checkups.

The prime hazard in wearing contact lenses is the possibility of damage to the cornea. Abrasion of the cornea, whether from an ill-fitting lens or foreign matter under the lens, leaves it open to infection.

The people who benefit most from contact lenses are those with high refractive errors (the very nearsighted, the very farsighted, and those with high degrees of astigmatism); athletes; those whose livelihood depends to a certain extent on appearance (entertainers, fashion models); and those many individuals in whom, in their own estimation, the improved "look" without glasses is important enough to lift their self-esteem, improve their personality, or even provide emotional stability.

As a general rule, individuals with normal eyes, and this includes those who wear corrective glasses or contact lenses, should have a thorough eye examination by an ophthalmologist every three years. (Of course, those who wear contact lenses will go more regularly to their ophthalmologist or optometrist to check the fit of their lenses and to see that no corneal damage has developed.)

At this point, let me define the professionals in the field of eye care because many people are uncertain about the distinctions among them.

An ophthalmologist or oculist is a physician—an M.D.—who specializes in diagnosis and treatment of defects and diseases of the eye, performing surgery when necessary or prescribing other types of treatment, including glasses.

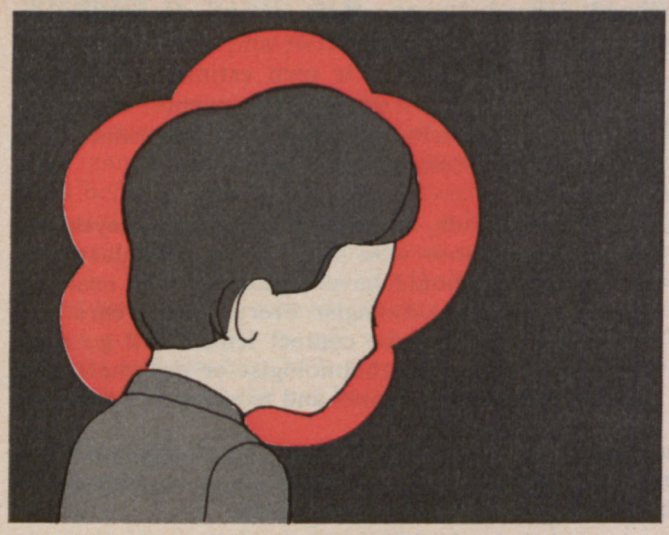
An optometrist, a licensed, nonmedical practitioner, measures refractive errors—that is, irregularities in the size or shape of the eyeball or surface of the cornea —and eye-muscle disturbances. In his treatment the optometrist uses glasses, prisms, and exercises only.

An optician grinds lenses, fits them into frames, and adjusts the frames to the wearer.

At the first signs of possible eye disorder you should see an eye specialist. If simple refractive errors develop—which usually occurs as one gets older—your ophthalmologist or optometrist can prescribe corrective lenses for you. If you have any disease or condition for which you receive systemic drugs regularly (such as diabetes, cardiovascular disease, rheumatoid arthritis), you should be screened regularly by an ophthalmologist to be sure no undesirable ocular side effects are developing. Individuals who take steroids, diuretics, oral contraceptives, antibiotics, and central nervous system depressants and stimulants should also receive periodic ophthalmological screening.

If you are 35 or over, you should have a professional eye examination every two years. It is in this age category that most cases of glaucoma develop. Glaucoma, an insidious, painless destroyer of sight, causes progressive eye damage which is irreversible. It is the second leading cause of blindness in the United States. However, if caught in its early stages, it can be medically controlled and the progress of the disease can be halted. Glaucoma is characterized by increased fluid pressure within the eye; the pressure, by reducing the blood supply to the nerve cells and fibers of the retina, destroys them. And vision is slowly lost.

If you have any unanswered questions about any aspect of eye care or eye safety, for any age group, write for free educational materials, specifying your area of interest, to the National Society for the Prevention of Blindness, 79 Madison Avenue, New York 10016. □



The Slow Learner....What Are

MERLE B. KARNES, *professor of special education, Institute for Research on Exceptional Children, University of Illinois.*

☐ **Slow learners are children who learn at a less rapid** rate than the normal but not as slowly as the educable mentally retarded. They are sometimes referred to as dull-normal or intellectually backward children. One criterion in determining whether or not a child is a slow learner is his intelligence quotient, which may range anywhere from 75 to 90.

In addition to a slow rate of learning, the following characteristics are attributed to slow learners as a group. (Not all slow learners, of course, possess all these characteristics, but it is important to consider them in planning an instructional program for these children.)

• The slow learner tends to have more physical defects than the average child. Defects of hearing and speech may interfere with a child's learning. One possible reason for more physical defects among slow learners is that a large percentage come from low-income families where prenatal and postnatal care is inadequate. In addition, when there is a weakness or defect in one area, it is common to find defects in other areas of development. In contrast, an intellectually gifted child is likely to be superior in all aspects of development. Referral to agencies and community resources available to assist the family in correcting physical defects of the child is important.

• The slow learner is consistently below grade level in academic progress. Even when the slow learner is working at a level commensurate with his mental age, he can be expected to achieve only about the seventh or eighth grade level when he is 16. He can learn more, but the material to be learned cannot be more difficult. Also, the range of individual differences among slow learners increases with age. Usually, the slow learner lags further and further behind his more able peers, making it more and more difficult for the school to differentiate instruction to meet his specific needs. The higher up the educational ladder this child goes, the more difficulty the school has in changing the regular curriculum to accommodate his slow rate of learning.

• The slow learner's reasoning ability is poorer than that of the normal child. He is slow to see cause and effect relationships, to make inferences, to draw logical and valid conclusions, to transfer learning, and to generalize.

Slow learners need meaningful educational experiences geared to their stage of development and ample opportunity to develop reasoning skills. They also need much teacher guidance in order to see meaningful associations. A multisensory approach seems to be particularly appropriate in making learning experiences more concrete. The quality of learning experiences is far more important to the slow learner than the quantity of experiences.

• Short attention span seems to typify this group of children. However, the short attention span is often due to poor instruction rather than to a defect in the slow learner. When materials are interesting and when success is possible, the attention span of the slow learner tends to be adequate.

• Poor retention is still another weakness of slow learners. Slow learners are noticeably below par in both immediate and delayed memory. They need more repetition to reinforce learning. With slow learners, overlearning is especially important. It is crucial that these children have opportunities to practice skills and to use knowledge in various meaningful contexts to ensure permanency of learning.

• Unlike brighter children, slow learners do not learn incidentally as a rule. If they are not specifically taught, they are unlikely to learn by themselves. Those learnings felt to be important to current and future academic success and adjustment must never be left

His Characteristics and Needs?

to chance but must be taught systematically and sequentially. Careful planning by the teacher is a must to facilitate learning among slow learners.

• Poor work habits and poor motivation to learn characterize slow learners, who find it difficult to persist independently until a task is completed. Activities should be carefully chosen so that success is possible and so that a minimum amount of time is required for the completion of a task. Recognition for completion of tasks is important to encourage future efforts. The complexities of the task and the amount of time necessary for completion can be increased as the slow learner matures and progresses.

• Slow learners respond to immediate goals rather than to delayed ones. These children must see a reason here and now for engaging in a task. A reward or gratification that is postponed for a week or a month is meaningless. For example, learning arithmetic makes sense to slow learners who need to know arithmetic facts to hold their jobs in certain work-study programs. When they see no immediate, tangible need for learning the facts, they are not likely to apply themselves.

• The slow learner has poorly developed language and communication skills. He needs many opportunities to practice language. He learns by talking about meaningful, firsthand experiences involving what he has seen, what he has heard, what he has done, and what he plans to do.

He needs a stimulating school environment where he has many things to talk about. In this way, he increases his vocabulary and improves in his ability to communicate ideas to others. The greater his facility in the use of words, the more effective his thinking will become.

• Socially and emotionally, slow learners tend to be less mature than their brighter peers. Approximately 50 percent have poor personal adjustment. Many are discipline problems. They have considerable difficulty controlling their emotions and perceiving how their actions affect others. Acquiring social competence is an important goal for these children throughout their school attendance. They need more counseling services to help them to understand themselves as well as to set realistic goals for themselves. Especially, they need more vocational guidance. The slow learners need teachers who accept them and who provide a warm, friendly atmosphere where they can feel secure and have a sense of belonging.

• Slow learners feel less confident and less adequate than average children. To build up feelings of adequacy and personal worth, it is essential to give them immediate feedback as to the correctness of their responses. They need more praise and encouragement than their brighter peers. Tangible evidence of progress should be made available in such forms as graphs, positive notes to pupil and parents, positive verbal evaluations by teachers and other pupils, positive comparisons of present work with previous.

• They have a hard time following directions. This problem presents considerable difficulty in school. Since their memory spans are comparatively short, the teacher should make sure that the directions he gives are specific and definite. He should consider carefully how many directions to give at any one time and keep them within each child's ability to follow them successfully.

• Slow learners are not as curious and creative as their more able peers. Since achievement and creative thinking have a high correlation, slow learners should be encouraged to develop their creative abilities, especially in language and thinking. They should be encouraged to ask questions and to think through various ways of solving problems. In addition, self-expression through art and music activities can provide outlets that are satisfying and rewarding to them.

• A large percentage of slow learners come from

disadvantaged homes. These homes often have a multiplicity of problems that affect the child's adjustment. Referral to social agencies can often improve home conditions and thereby help provide the slow learner with an improved atmosphere for learning.

A poor environment can depress a child's intellectual functioning. Teaching parents how to assist their slow learner in developing his potential to the fullest should be a goal of any educational program for slow learners.

• Slow learners are capable of being followers but have limited leadership potentials. Schools must aim to help slow learners make valid decisions as to whom they wish to follow. Learning to be good followers is important to them, especially in achieving personal objectives and democratic goals.

Identification of the slow learner should begin early. As a general rule, slow learners are slow in beginning to sit, walk, and talk. While the IQ derived from an individual intelligence test administered by a qualified person is possibly the best single index of a slow rate of learning, it by no means should be considered infallible. Furthermore, in many instances, a psychologist will not be available to administer an individual intelligence test to slow learners. Group intelligence tests, supplemented by cumulative records, information from parents, and objective teacher observations based on a checklist of characteristics of slow learners, can identify almost every slow learner.

Despite their lowered intellectual potential, slow learners are not a homogeneous group. Each has his desires, goals, skills, and differences that make him a unique individual. Planning, programing for, and educating slow learners requires an individualized approach. With such an approach, slow learners can learn academic skills essential for effective daily living. It is up to the schools to respond to the challenge. □

THE SLOW LEARNER

Reaching the Unreached

BOB FOY, *academic teacher in special education, Pacific Prevocational School,* Seattle.*

□ **Sixteen-year-old Jeff was in my special education** class for a year, and he had a not too unusual problem: He could read only third grade material with any comprehension. The next year his family moved to a nearby town without special classes for slow learners. But Jeff got by anyway and graduated from high school.

"There are thousands of Jeffs in our schools," a retired teacher told me recently. "If they don't make trouble, they're carried along, given easier assignments, and passed because there is nothing to be gained by holding them back."

The thing is, is this the best we can do for these young people? Call them slow learners, disadvantaged, retarded—a label won't excuse us for ignoring them.

These students need a realistic curriculum that will enable them to take their place in the community, get a job and keep it, and raise a family just like the rest of us—even if they aren't good readers.

When a teen-ager reaches high school age and is still having academic difficulties, perhaps it is time to stop trying to force a reading program on him. Perhaps we need to accept his problems and concentrate on other areas.

Why not admit that few teen-age boys and girls with academic difficulties are going to find "thinking" kinds of jobs? Most will earn a living doing unskilled tasks. For these youngsters, job experiences and academic programs to support these experiences must be the day-to-day objectives.

Finding subject matter acceptable to young people with low reading levels isn't easy. But if the material is adult in content and about familiar things, these students will accept it and often work hard.

The daily newspaper conveniently meets this requirement. My class and I read interesting articles together. All right, I'll admit that most of them have

*A school for slow learners.

a hard time reading their papers, so almost every day I read an article to them and then we have class discussion. "Dear Abby" columns or those by Ann Landers usually interest these young people. Sometimes I pick out a story of a serious auto accident and talk about ways it might have been avoided, and, of course, stories concerning the draft and Vietnam always hold their interest.

Newspaper ads can be a basis for talking about prices and value, as well as problems of shopping, credit, and anything else associated with getting the most for your money. Students can pick out items needed to prepare a dinner, furnish a bedroom, or paint a garage and then add up the totals. You'd be surprised how many boys and girls can add a column of figures from the board or an arithmetic book but need practice and help in applying this skill in real life.

The Yellow Pages of the telephone book will help students learn to alphabetize, an important skill for students who might become file clerks. They also hold a wealth of practical teaching matter. (Few slow learners know that the classified section lists doctors as *physicians* and lawyers as *attorneys.*)

There isn't much writing in my class. We try to print everything. Why? When a student fills out forms, he is usually asked to print. Slow learners may have had plenty of trouble learning to read, but almost everyone can learn to print.

If the slow learner can spend part of his day working and getting paid for it, he is headed down the right road. Can students work during their school day? Of course, and ESEA Title I money is available to encourage them. Many of the students in my school leave in the mornings to work in other school cafeterias, in nursing homes, at landscaping projects, in offices, and as custodial helpers.

I believe slow learners need school-sponsored, work-experience programs. A boy who can say he has worked in the school's auto repair shop doing a lube job or repairing a flat already has his foot in the door of employment. That young lady who can point to some practical experience waiting on tables in the teachers' lunchroom has something good going for her.

Job skills and classroom skills can be tied together right in class. Reading and understanding directions can be very important to these youngsters. Can they spell the name of the firm employing their father? Or the name of the street they live on? They'll need practice in filling out sample time cards, ordering goods from a mail-order house, calculating postage due, and working out simple discounts.

A practical classroom curriculum added to a job-experience program in which young people can earn while learning helps to increase a student's self-confidence.

There are job opportunities everywhere for our slow learners. The problem is locating the jobs and selling the potential employer on the desirability of helping young adults find themselves. Vocational counselors have a big responsibility here; the task is up to them.

Not all our students will do a great job the first time out. A young lady may simply "forget" to call in when she's ill, and a boy with a real knack for working on cars may have problems getting along with his fellow workers. The slow learner needs to realize the importance of being on time, following company rules, and being able to work for a boss even though he doesn't necessarily like him. I try to encourage promptness, a neat appearance, a friendly manner, courtesy, and self-discipline.

Ray, who graduated from my school, works under an ideal shop foreman, one who understands his difficulties and tries to help him solve them. Not long ago part of Ray's home burned, destroying a color TV set he had worked hard to buy. His co-workers kidded him the next day, accusing him of setting the fire himself in order to collect insurance money. Ray became furious, threw down his tools, and walked off the job.

What's more, he stayed away until the foreman went

Practical experience in the teachers' lunchroom at Pacific familiarizes students with all the tasks likely to be found in a regular restaurant.

to see him at home, picked him up, and drove him back to the job, explaining on the way that everyone gets a little ribbing now and then and needs to learn to accept it as part of the job. Now there's an understanding foreman! Teachers working with young people need to be understanding "foremen," too.

Some authorities believe insecurity prevents a child from learning to read well. Others see a lack of parental affection as a possible cause. And some think children who can't read are mentally retarded.

What can be done to help these children, and when? I have often heard special education teachers at the secondary level say that it is too late to teach reading to slow learners when they reach their teens. The job of helping these children needs doing at the earliest possible age.

The slow learner should be found through readiness tests and from teacher and parent evaluation while he is still in kindergarten. Once these children are identified, a modified kindergarten and first grade curriculum can be tailored exactly to suit their needs. Whether called a transition class or post-kindergarten, such a program ought to combine worthwhile features of both kindergarten and first grade. A curriculum of this kind would necessarily need to be practical in content.

Several elementary schools in a district near Seattle have established such classes. A teacher of one of these classes has this to say:

"We think of this class as a progressive effort, not as more of the same thing we did in kindergarten. It's a first grade in the sense that children who do well can move to second grade, but generally those in my class will go into a regular first grade."

An enthusiastic booster, this teacher describes the curriculum as utilitarian: "We work with things rather than ideas. When we count we use objects: pencils, books, desks, cars. But most of all we use familiar things from the children's environment."

She goes on to describe activities by pointing out that she tries to promote teamwork in the class. "We all contribute parts to an art project. We talk about it, everyone paints something in, then we discuss words both as a group and individually. After that, we write the words and make sentences."

In teaching the all-important subject of reading, she stresses use of familiar stories. "Cinderella" is one. She says she points out to the children that reading and words on a page are just things people say.

"We write together on charts, then read back what we have written. Children with underdeveloped reading skills are delighted to find they can read something they have written themselves."

She believes this kind of class helps a child gain confidence. "A child who can help to construct a story, write the words, then read them, is most pleased with his success. He actually clamors for more!"

The slow learner has always been in our classrooms. He always will be. But thoughtful parents and teachers working together can develop ways to make life less difficult for him. □

THE SLOW LEARNER

Building

MADELYN H. MARTIN, *principal, A. M. Davis Elementary School, Richmond, Virginia.*

□ **The lights dimmed and the audience waited expect**antly in the auditorium of the A. M. Davis Elementary School. Then the curtain rose and a spotlight picked out a tall, good-looking youngster on the stage. With an obviously determined effort, the boy chosen for the lead role in the play began his slow, haltingly labored speech. At the conclusion of the play, the audience cheered. Everyone present knew that although Gregg had a severe speech impediment, he had just fulfilled a long-time ambition to be in a play. That he had succeeded was evident from the reaction of his classmates, most of whom had no disabilities or learning problems.

A few months later, a shy, very obese girl starred in another play given at the A. M. Davis School. The Diagnostic Learning Disabilities Center had sent the girl to us as both a discipline problem and a slow learner.

Recently we held a safety patrol recognition program. On stage were 15 slow learners, potential problem children, proudly accepting their belts and badges and rendering the safety patrol oath with enthusiasm.

Many of our library assistants are slow learners.

The upper elementary slow learners are "study buddies" to the younger children in the primary bloc. One older girl learned to tell time by helping a first year class make clocks during its study of "learning to tell time."

These are but a few examples of the ways in which we seek to improve the self-esteem of the slow learners in our school.

Mrs. Martin has been a special education teacher.

the Slow Learner's Self-Esteem

The accent is definitely on the *positive*. We give these children a place in the sun—an opportunity to feel important and to become constructive helpers rather than destructive delinquents. Casting off their role of being isolates or belligerents, these students are learning to become responsible citizens of the school.

Four years ago we, as a faculty, decided to make a concerted effort to give the slow learners among our pupils support and encouragement through a system labeled the Achiever Program. We formed classes of 20 from the second year through the sixth. Because our school is totally nongraded and has five sections per level, we could accomplish our goal rather easily.

The faculty did much research and reading on how to help the slow learner. The principal made trips to other schools to find out how they were helping their slow learners. We visited the homes of various students in order to determine the home situation. We called in the State Department of Education, the Supervisor of Special Education, the Coordinator of Elementary Education, and others as consultants to help us set up our program on a sound basis.

We ordered high-interest, low-vocabulary books (books he can read should *always* be available to the slow learner), educational games, and teaching aids. We had the textbooks for the younger children rebound and put covers on the other textbooks so that the upper elementary students would not be embarrassed at carrying "low grade" books home.

Throughout the school year we report to parents (whom, by the way, we often involve as room assistants or resource persons) by frequent conferences and a narrative evaluative instrument. Unit and project teaching take precedence over page-by-page rote learning. We give no grades. Each child competes with himself alone. We put only positive comments on papers, and leave mistakes unmarked. The teachers summon individual students who need special help.

One teacher has set up an inviting reading center—complete with sofa, easy chairs, and many paperback books—to help take her over-aged poor readers out of a classroom setting, which has come to symbolize failure for them.

By eliminating the dreaded "F's" and allowing each student to work on his own level at his own speed, we now have many more happy, well-adjusted students *and* parents.

Criticism, ridicule, and negative reactions will only inflict more damage on the child who already knows he cannot compete. The slow child must be made to feel worthy. He can be the class host when visitors arrive, he can be the leader of a song, he can be *first* or the captain of a team. Each slow child can be assigned to help another child who is somewhat slower than he is in one subject area.

Being a part of the class through committee work, discussions, and sharing will give the slow child a sense of belonging. Being put in charge of interest corners, reading centers, or games will give him a sense of importance. Instead of being mere custodial helpers, these children can serve as members of safety patrols, library assistants, clinic and office helpers.

Finally, to the teacher who has slow, average, and accelerated students in his classroom, our advice would be: Spotlight the strengths of your slow learners and minimize their weaknesses. Find *something* each one can do and give him recognition for it. And by your every action say to all of them, "You *are* somebody." □

THE SLOW LEARNER

Reading Do's and Don'ts

VERA COOK OSBORNE, *remedial reading teacher, McPherson, Kansas.*

□ **There is no greater crime committed in classrooms** than to give books written for the fourth grade level to a child who can read only at the second grade level and then to fail him because he cannot read the fourth grade books.

At the first grade level, one group of children may be ready for a primer after one series of preprimers; a few children in every heterogeneously grouped first grade class need to read several series of preprimers before advancing to a primer level. Some children can daily master 10 new words appropriately presented; others will become confused when they have five new words to learn in a day. The teacher needs to adjust the word load to the ability of the child. Slow-learning children must not be expected to keep pace with those who learn rapidly lest they be made to feel incapable in the process.

At the second grade level, the slow child is frequently pressured to speed up in oral reading. When the teacher stresses speed before the child has developed the habit of reading thoughts, the child merely calls words. Premature emphasis on speed in reading is particularly hazardous to children who have emotional problems.

Some of our slow children will not have formed the habit of seeing and interpreting the meaning of punctuation or of looking accurately at words from left to right. For five or more years, the child practices looking at trees, buildings, people, and other objects. How he looks at objects—bottom to top or right to left—makes no difference. But now he must establish a left to right progression habit in dealing with words as well as sentences. Often he is given insufficient practice to establish a left-to-right habit.

A child can improve his reading ability through consistent practice in moving his eyes from left to right. One helpful technique is to give him a 2 x 4 inch card with a cut two inches long and a quarter inch deep in the lower right corner. Have him pull the card down over each line of print and move it from left to right to cover the words as he reads them. This procedure also helps children overcome habits of regression.

Many teachers strive for excellence by staying late in the classroom or arriving early in order to place all written work on the board before the children arrive. The children would learn more, would be more interested in the news of the day, and would learn many things about expressing thoughts in sentences if they were permitted to contribute and participate in the writing. And watching the teacher write on the board is extremely helpful to the child in establishing left-to-right progression.

Children with reading disabilities should be identified and treated at the earliest possible moment. In first grade, this means preventing reading problems from developing. It requires constant teaching, diagnosing, and reteaching. Any child who is absent or who is having a bad day (present in body but not in mind) is a candidate for immediate remedial treatment by the classroom teacher. The scheduling of remedial help for a child should never interfere with other aspects of his development, however.

Teachers should not keep a child in the classroom for special help in reading while the other students go to recess. The child resents the loss of his playtime, and he needs the socialization, the relaxation, and the muscle-building activities. For many a slow learner, recess is the only highlight in a dreary day. When, in order that he study reading, he is denied recess, his attitude toward reading becomes even more negative.

Similarly, the child should not be given reading help while his classmates are seeing a movie or engaging in other audiovisual experiences. He needs such experiences, for they help him interpret what he reads, develop awareness of his senses, and increase his capacity for learning. An inability to understand concepts because of lack of experiences ranks as a major obstacle to comprehension along with lack of a meaningful vocabulary, lack of understanding of punctuation, and failure to demand meaning from reading.

Reading is much more a process of bringing meaning to the printed pages than of getting meaning from printed words. The reader must be able to visualize and conceptualize. In order to do so, and in preparation for learning to read, he must have had some experiences. They help him realize that words are symbols for ideas or objects and that reading is talk written down.

The slow learner needs to feel successful, so it is imperative that the teacher find the instructional level of the student and permit him to read material on which he experiences success.

The *instructional* level is the level at which the student can read with at least 95 percent accuracy

After choosing items from a mail-order catalog, this student is filling out an order blank and figuring the postage he would need to pay.

in word recognition and with at least 75 percent comprehension. At this level, he must have the teacher's help. His textbooks, those he will read with the teacher's guidance, should be on this level. Any book more difficult than the instructional level is in the student's *frustration* level.

The *independent* reading level is the level at which the student reads comfortably with at least 99 percent accuracy in word recognition and at least 90 percent comprehension. Supplementary reading material and library books the student reads without assistance should be at this level.

To determine if a student can read a book independently, have him open the book at random and read two pages, keeping track of unknown or difficult words. If he misses five words, he should return the book to the shelf for later reading. The one exception to this rule would be when the child himself really wants to read the book and is determined to do so.

In working with a child who has trouble reading never suggest: "This is easy. All you have to do is try a little harder." Admit that learning to read is a difficult task. Say, "I know this is hard; maybe too hard for you now. (Hesitate.) Still, I just think *you* can do it. If you can, you will really have accomplished something. Let's try and see how it goes." Then give him a reading task at which he is almost certain to experience success but which is on the cutting edge of his ability to perform. He will feel challenged, yet if he fails, he can save face because the teacher *said* it might be too hard. If he succeeds—and he almost always will—he feels a great sense of accomplishment.

Classroom methods of informing a child "You're dumb" are myriad. Permitting one child to tell another child the words he fails to call instantly is an example. Another is to have a good reader demonstrate how to read the same material that a poor reader has just stumbled over. The ultimate is to permit a child or group of children to laugh or make cracks about an error.

Early in the session, make a whopping error yourself, and laugh with the children over it. Then establish limits regarding errors made in the classroom. "Everyone in this classroom is going to make mistakes, and everyone must feel free to make them. Only when people try, make errors, and correct them, do they grow and learn. Your mistakes will show me just what things I need to teach better." And, "We laugh *with* people, never *at* them. In fact, we never say or do *anything* that makes another person feel inferior or dumb. All of us can learn if we are free to try."

Regardless of what subject he is teaching at the moment, the elementary teacher is teaching reading. Reading is not only a subject to be taught, but also a tool to be used. Every time pupils use it as a tool, the teacher has the opportunity to teach it as a subject.

The teacher must envision his job as that of teaching the several facets of the English language. These facets should not be taught in isolation, but if they must be taught in isolated time capsules, then each capsule should emphasize a different facet of the same principle of the English language.

Suppose the second grade spelling text devotes the first eight lessons to short vowels, while the reading workbook devotes its first lessons to long vowels. I say that any teacher who lets the textbook dictate the order of his teaching will find teaching confusing. The disabled reader will find it even more confusing.

Teachers who understand the interrelationships of the language arts feel free to teach lesson 30 in the speller when it supports lesson 9 in English or lesson 3 in reading. By studying, not subjects in isolation, but a coordinated program of language arts—listening, writing, speaking, and reading—the slow learner concentrates on fewer concepts for a longer period of time, with each facet supporting and reinforcing the other. It is well to remember that slow learners usually forget easily and require frequent review.

Finally, in selecting reading materials for the slow learner, we must try to keep his interests in mind. Children will learn to enjoy reading when they can choose materials to read on the basis of their interests and abilities, but few will learn to enjoy it as long as their practice is confined to the basal readers.* Further, even the most conscientious teacher in the world, if he confines his teaching to a single series of basal readers, is probably not teaching adequately to meet the needs of slow learners. The materials and repetition of skills in any one of 13 basal series are insufficient to teach reading adequately. The teacher and his intelligence must be the key to unlock the secrets of the printed page to the slow learner. □

*A new magazine, *World Traveler*, written at the third grade reading level, is being cooperatively produced by the U.S. Office of Education, the National Geographic Society, and the Alexander Graham Bell Association for the Deaf, Inc. It is designed for teen-agers with a language or reading handicap. For further information, write to World Traveler, Dept. TE, 1537 35th St., N.W., Washington, D.C. 20007.

THE SLOW LEARNER

Individualized Science for the Slow Learner

THERALD P. QUAYLE, *chairman, Science Department, Wahlquist Junior High School, Ogden, Utah.*

□ **David returned the laboratory kit to the shelf. He** had just completed the last laboratory activity listed on his guide sheet. He and three of his classmates then moved quickly to a conference area to review their objectives in preparation for the self-test on the unit.

As I observed this happy group going about their activities, I reflected back to other less fortunate "Davids" of a few short years ago. David and those with him today are all considered slow learners. But in our present science program, they don't have to keep up with the "average" pace, as determined by the teacher. They move at a rate that is comfortable to them, and thus they aren't bewildered or overwhelmed by the content of the material or by the pace required to cover it.

In an attempt to help our slow learners, we in the Science Department first tried ability grouping but abandoned it because we found that the students who were pigeonholed in the slow learner group began looking on themselves as "dummies."

Again we tackled the problem, and our discussions led us to agree that it would be inadvisable to lump all slow learners into one group. We found considerable fluctuation in the achievement of many of the individuals classified as slow learners: Students so classified one year were able to do regular work the following year.

As a result of our findings, we began a team teaching project aimed at providing a unified, concept- and laboratory-centered program for science in grades 7-9. By so doing, we hoped to overcome the problem of freezing a student into a particular level or grouping. And we set up a track system to allow students to work at various ability levels, using last quarter's grades as a criterion for placing students on specific tracks.

When evidence kept cropping up that the track system was only partially successful (our criterion for placement proved faulty), we finally realized that we were still grouping the students. Then and there we decided to enable the students to do their own grouping by placing them in a program where they could progress at a rate and level commensurate with their ability.

In our initial attempts to set up an individualized program, we found the need for a guide that could be placed in the hands of each individual student. After many trials and revisions, we devised the following model for our present student guide sheet: title, behavioral objectives, reading, notebook, laboratory activities, conference, evaluation, supplementary and enrichment activities.

The specific behavioral objectives listed on the student guide sheet follow the criteria as outlined by Robert F. Mager in *Preparing Instructional Objectives:*

1. What the learner should be able to do at the completion of the guide sheet
2. The conditions under which he will be examined
3. The extent (or level) to which he will be required to achieve.

Essentially, this program allows each student to become involved in the processes of science in such a manner that he will enjoy a reasonable degree of success and thus develop an enthusiastic, confident attitude.

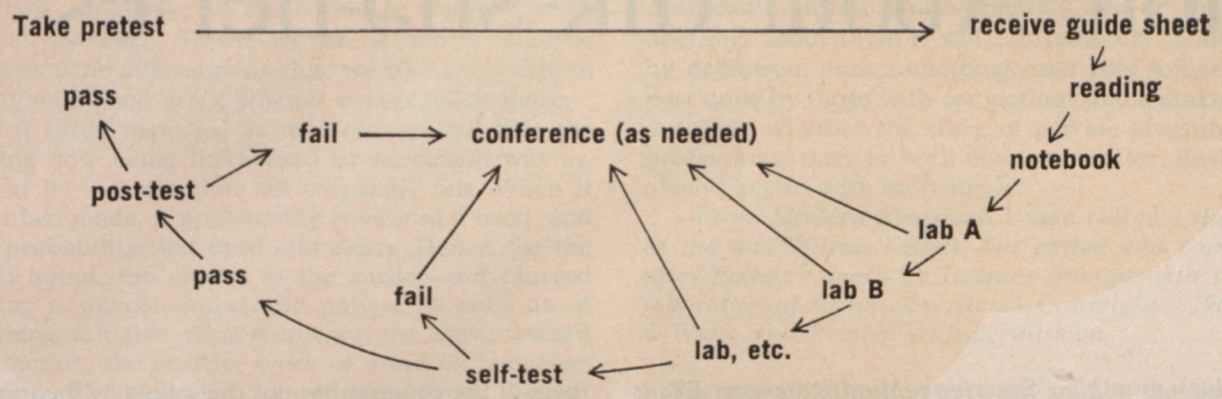
Reading frequently presents a formidable hurdle to many students, who either cannot read at all or tend to shy away from it. To overcome this, instead of using a regular textbook, we have many books available for use in the classroom and, through our science curriculum center, for use at home. In addition to the books, we have tape-recorded excerpts from the textbooks for the slow readers so that each may then follow along in the text while the voice on the tape reads the words. We also make available to the slow learner a wide variety of colorful pamphlets that appeal strongly to him.

The notebook is designed to be easy for students to keep up and concentrates on developing concepts by use of a few key questions and/or important vocabulary words.

The heart of the program is the laboratory, into which the student moves after a brief amount of reading and notebook work. He completes his laboratory activities with a group of two or three other students who are at the same point in their work. We plan to have some of the more difficult laboratory activities take place in carrels where students can hear tape-recorded instructions and follow them.

In addition to the laboratory, conferences provide an opportunity for small groups of students to interact. We encourage students to discuss with each other the problems they encounter. The behavioral objec-

This article was obtained with the help of the National Science Teachers Association, an NEA associated organization.



tives on each guide sheet provide fuel for such discussions. These informal conference sessions usually involve from two to six students. The teacher's role is to assist, to instruct, and to pose problems to the students as needed. It is here that students receive most of their formal instruction, which is geared to what they need when they need it.

In all of their activities, the students have help and guidance. Informal evaluation is an ongoing process. The teacher can compliment a student for handling equipment properly or he can point out any mistakes that are being made. Formal evaluation consists of two parts. First, whenever a student is ready, he takes a self-test and corrects it with an answer sheet. (The answer key is correlated with the objectives, so that the student may evaluate his own learning problems.) Second, the teacher makes a post-test evaluation to determine if a student is ready to go on to the next guide sheet.

Supplementary and enrichment activities include a wide variety of optional activities that may help the student to gain an understanding of the unit materials. These include filmstrips for individual viewing; audiotutorial programs (film loops and flip charts accompanied by audiotapes); and pamphlets, paperback books, or special articles or reprints on related areas.

Each student follows an outlined basic procedure on any guide sheet, as illustrated in the chart above.

After the conference the student reenters the regular program as directed by the teacher on the basis of the student's needs.

The pretest serves to (a) determine if the student has already achieved the objectives of the unit (being able to bypass some of the material provides a great boost to the slow learner), (b) make the student aware of his competencies, incompetencies, and background for the unit, and (c) arouse an interest or curiosity to help motivate the student toward the unit.

In this type of program, the teacher ceases to be the key figure in the classroom and becomes a director of learning. The student accepts the responsibility for learning.

With the individualized approach, each student follows his guide sheet, and this allows the teaching staff to spend more time with those who most need help. Thus the slow learner receives help when he needs it.

As we stand today and pause to look at the past and at our present program, we also have a vision of the future. On the basis of what we (and others) have learned about individualized instruction, our goals now include—

1. Being able to evaluate more fully the skills and abilities (including reading, math, and reasoning abilities) of students when they enter the course
2. Determining each student's interest and background in science
3. Developing a wide variety of individualized laboratory activities within each conceptual scheme
4. Developing an extensive list of behavioral objectives for each conceptual scheme, so that on the basis of our pretests, we can select the specific objectives that each particular student should accomplish
5. Developing an adequate pretest for each conceptual scheme
6. Obtaining or developing a wider variety of audiotutorial programs at different levels of difficulty
7. Devising a method of oral evaluation, especially for the slow learner
8. Providing a program that will challenge and allow success for all students.

Someday, we hope to arrive at the time when we can realistically ask, What is David ready for in science? instead of Is David ready for what we offer in science? and then be prepared to provide all the Davids with whatever they need. □

More About ˈdik-shə-ˌner-ēs

In last month's "Searching Mind," Bergen Evans took the position that a dictionary should not presume to dictate "correct" English usage. The statements that follow give the views of three individuals who disagree.

□ **Language, by its very nature, is a growing, evolving** thing; and . . . whereas it may be cultivated, it cannot be "fixed" without killing it. Like any other fundamental social activity, it will undergo vicissitudes that to the older generation often seem regrettable; and indeed, some changes in language turn out to be empty fads that are soon forgotten, like some changes in women's fashions. Others are found to be enduringly useful, so that a generation later it becomes hard to imagine how we got along without them.

A descriptive linguist's lexicon can be expected to refrain from value judgments, from imposed pronunciations and spellings. It may classify usages as standard or nonstandard, formal, informal, or slang; but not right or wrong. It describes usage; it piously avoids prescribing it. Yet surely there is the possibility of self-deception here, of an objectivity more imaginary than real. By the very act of leaving *alrite* out of a dictionary, the lexicographer implies that that spelling—which does, after all, exist—is not all right. On the other hand, if he exhibits his scientific disinterest by reporting that "*ain't* is used orally in most parts of the United States by many cultivated speakers," the truth is that he is being inadequately descriptive with respect to contexts of usage. A reader who takes that description seriously is likely to lay an egg *(slang)* at his next cocktail party unless he has the charm of Eliza Doolittle.

The makers of *The American Heritage Dictionary of the English Language* accept usage as the authority for correctness, but they have eschewed the "scientific" delusion that a dictionary should contain no value judgments. Some, to be sure, they have made merely implicit: the arrant solecisms of the ignoramus are here often omitted entirely, "irregardless" of how he may feel about this neglect. What is desirable is that when value judgments are explicit, they should be clearly attributed. Thus good usage can usually be distinguished from bad usage, even as good books can be distinguished from bad books. The present editors maintain that those best fitted to make such distinctions are, as Noah Webster said, the enlightened members of the community; not the scholarly theoreticians, not the instinctive verbalizers of the unlettered mass. The best authorities, at least for cultivated usage, are those professional speakers and writers who have demonstrated their sensitiveness to the language and their power to wield it effectively and beautifully.

The lexicographers of this Dictionary therefore commissioned a Usage Panel of about a hundred members . . . who have in common . . . a recognized ability to speak and write good English. They accepted their task and turned to it with gusto. They revealed, often with passion, their likes and dislikes, their principles, and also their whims and crotchets. . . .

This does not mean for a moment that their preferences are invalid or negligible. . . . Though naturally believing in their own superiority, they do not presume to dictate. They seem to conclude, without explicit statement, that usage is our own affair, with due regard to the usage of other good writers and speakers. . . . The duty of determination falls upon us all. By our choices we make usage, good or bad. Let us then try to make good choices, and guard and praise our lovely language and try to be worthy of her.

—From an article in The American Heritage Dictionary of the English Language *(Copyright © 1969. American Heritage Publishing Co., Inc., and Houghton Mifflin Co. Printed with permission) by* **Morris Bishop,** *professor emeritus of Romance languages, Cornell University; past president, Modern Language Association.*

The fact that those who attend to language disagree on many points does not alter the nature and force of good usage, any more than the diverse judgments of critics about fine art or of courts about the law alter the nature and force of art and of law. . . .

In opinions on usage, cogency and reasoning, not numbers, are what give weight to the decisions arrived at, just as in judicial opinions. And since in the realm of usage there is no police power to enforce the right, no one suffers, except perhaps in skill, by ignoring it. . . .

The reason for urging the thoughtful to retain the strict sense of *connive* and *disinterested* is that the new, creeping abuse threatens to rob us of an expressive instrument. . . . It is worth noting that when a distinction is commonplace, even though of trivial effect, the advocates of laxity do not overlook it. The young foreigner who apologizes for the fact that the

chocolates he has brought as a gift are *molten* is told with a smile that that is not English: the right word is *melted.* Similarly, we are bound to say *awestruck* and *grief-stricken.* If we are to be bound when it makes as little difference as this, we should be able to comply with good grace when it makes much more.

For it often happens, as in *disinterested,* that the meaning now being threatened by confusion was arrived at by a distinction not originally felt. When it was at last made, it presumably answered a need, and in all probability that need still exists. Hence, for the orderly mind, the return to the earlier and blurred meaning is uneconomical and unwise; it robs us of something valuable. Almost always, the move toward a distinction, the positive work of mind on language, is a gain. The negative change, away from distinct ideas, is generally the result of heedlessness or ignorance, and hence a loss. . . .

Change is only a name for changes in the plural; that is, change affects the manifold elements of language unevenly and unpredictably. A language does not move as a solid mass like a glacier. In English, a very large number of forms and words have not changed for six hundred years—which is why with a little help an English speaker can read Chaucer at sight. And throughout much of this period the persistence of a standard has prevented some equally persistent deviations from becoming good usage: *scarcely . . . than* has been written for nearly two centuries without becoming acceptable; *hand me them pliers* has been said over and over again without breaking down the distinction between the adjective and the pronoun form.

There is, in short, more to the history of language than the restless agitation of molecules of speech, out of which the best of all possible worlds of language must emerge. Conscious purpose and reason have interfered with "nature," and the result has been embodied in the written tradition. Present-day linguistic theory writes off the written, saying it is not language at all; only speech is language. If this were so, the materials of linguistic science would go back only as far as the invention of the phonograph: everything before then would be irrelevant, and the boasted evolution itself would be irrecoverable for lack of records. Babel, moreover, would long ago have overtaken us, for the rate of change in spoken sounds is very rapid, and only the written language—indeed, only a fixed conventional spelling—now enables us to understand Shakespeare and to share (as we say) the English language with him. . . .

The spoken language is not independent of the written. One need only listen to colloquial talk to discover how much the mother tongue owes to the conscious work that writers have always felt entitled to perform upon it. No scientific pretensions can remove that right. It would be a curious state of affairs if only those who seldom think about the words they use, who read little, and who "cannot be bothered" with distinctions should be the only ones with full powers over vocabulary and syntax. . . .

In any event, fatalism about language cannot be the philosophy of those who care about language; it is the illogical philosophy of their opponents. Surely the notion that, because usage is ultimately what everybody does to words, nobody can or should do anything about them is self-contradictory. Somebody, by definition, does something; and this something is best done by those with convictions and a stake in the outcome, whether the stake of private pleasure or of professional duty or both does not matter. Resistance always begins with individuals.

—*From* Modern American Usage *(largely the work of the late Wilson Follett, but edited and completed after Follett's death by Jacques Barzun with the collaboration of six noted writers). Copyright © 1966. Hill & Wang, Inc. Printed with permission.*

There is a distinction between spoken language and written language. Much of the heat of the quarrels between the structuralists and what they refer to as the traditionalists could be drawn off if there were greater awareness of that distinction not only in theory but also in practice. Leaders among the structuralists do, indeed, recognize the distinction, but many of the followers either minify it or use it as an instrument for making writing appear to be somehow an inferior human endeavor. Let us look at what [one] of the cooler heads among the structuralists said.

"Speaking and writing are different but interacting activities," says Professor Sumner Ives [in *College English,* December 1955]. "They are not the same, do not follow all of the same conventions, and are not done for the same list of purposes. Neither is finally and fully determinative for the other. No competent linguist would suggest that the teacher of written English should accept in student writing all of the conventions and the same characteristics of style as are customary in speech, even that of the most cultivated."

. . . Those who affirm that there are, indeed, such things as correctness and incorrectness in writing are in danger of being put in the false position of defending a rigid, unchanging code of English. That is not what they are defending. . . .

There is no need . . . for argument about the existence, the inevitability, and the desirability of change. There is need, however, for argument about the existence of such a thing as good English and correct English. Let us not hesitate to assert that "The pencil was laying on the table" and "He don't know nothing" are at present incorrect, no matter how many know-nothings say them. . . . Let us demand that words be placed in a sentence where they logically belong, provided only that they do not defy idiom—and let us not imagine that idioms come into being overnight. Let us do these things not to satisfy "rules" or to gratify the whims of a pedagogue, but rather to express ourselves clearly, precisely, logically, and directly—and to cultivate the habits of mind that produce that kind of expression. □

—**Theodore M. Bernstein,** *assistant managing editor, the* New York Times, *writing in his book,* The Careful Writer: A Modern Guide to English Usage. *Copyright © 1965 by Theodore M. Bernstein. Reprinted by permission of Atheneum Publishers.*

WILLIAM E. HENRY, *director of information services, Ohio Education Association.*

When

□ **"A new shock tactic has been developed in Ohio for** prying loose money for public schools from reluctant taxpayers and gaining substantial pay increases for teachers.

"Under the new plan, teachers win higher pay and more school operating money by closing down the schools through school board action, rather than by picketing. The tactic has been widely used by affiliates of the Ohio Education Association, an organization of teachers and school administrators that operates like a union but avoids the union label.

"In its simplest form, the tactic involves forcing immediate teacher pay raises which local school boards cannot afford. The school board is then persuaded to keep running with the higher costs, and taxpayers are warned that the schools are in desperate financial trouble.

"If the cries of desperation fail to move voters to approve more school taxes, then the schools actually go broke. They close their doors in an attempt to shock voters into action."

These excerpts from a copyrighted story by Anthony Ripley appeared on the front page of the December 6, 1968, issue of the *New York Times.* Ripley purported to show how the OEA had developed a new twist to gain higher school taxes by bludgeoning voters into submission. The story went on to say that the new tactic was being exported around the country "by a flying squad operating out of the NEA headquarters in Chicago."

The "exposé" received front page coverage because the Youngstown, Ohio, public school system—the Buckeye state's seventh largest—had closed its doors to 28,000 youngsters. The district was out of money.

Youngstown, however, was not the first school district in Ohio to run out of operating money—nor the last. As early as February 1967, the small community of Versailles ran out of school operating funds and closed for one month while agonized voters made up their minds to vote more taxes to reopen the predominantly rural three-building district. Classes resumed when the voters approved new operating monies.

Similar situations occurred in 1968 in the small Ohio districts of Perry, Nelsonville-York, and Otsego, each in a separate part of the state.

The worst was yet to come, however. In late 1969, no less than 10 Ohio school districts were temporarily bankrupt and closed. Nearly 1,000 educators and more than 16,000 youngsters received extended Christmas vacations beginning right after Thanksgiving. There were ominous signs that 1970 would find even more—and this time much larger—districts shutting their doors because of a lack of operating monies.

Many people, in addition to the *New York Times* **reporter,** have cited reasons for the new phenomenon of closed schools. Ripley called it a new shock tactic. Others have termed it coercion. But call it what you may, the simple truth is that closed schools bring tremendous pressure on taxpayers of the community to vote more money for school operation.

Youngstown made six tries before passing the tax levy—but after the schools were closed for a month, and TV's "Laugh-In" show chipped in with a Flying Fickle Finger of Fate Award, the city voted new taxes for education.

Although the *Times* accused the OEA of developing, refining, and exporting the closing tactic, in reality the teachers themselves, in their expanding professionalism if you will, have caused a growing concern for top quality education.

A few days after the *Times* story appeared, OEA officials held a news conference to clarify the association's position and to deny that what Ripley reported was part of an OEA grand cabal to bankrupt school districts. What the OEA said was this:

"Traditionally, local boards of education have tried to fit school programs to monies available from a number of sources. Often this has caused some boards to cut back programs when financial resources have decreased. In effect the boards have attempted to 'cut the pattern to fit the cloth.' This has severely hampered the educational program for many children.

"All too often members of the professional staff—mostly teachers—have been asked to subsidize the total school program by foregoing justifiable salary increases and to accept larger classes, often well above state minimums (regulations). In addition, teachers have been asked to use outmoded teaching materials, 'make do' with inadequate and out-of-date textbooks and teaching materials, and do without needed classroom supplies. The total effect has been that the curtailed educational program has been of little or no benefit to the students.

"Teachers know that when educational conditions have deteriorated beyond a certain point, teaching becomes totally ineffective, and learning, for all practical purposes, ceases. Rather than mislead the public that teaching and learning can continue under such circumstances, today's teacher, backed by his professional associations, has taken a stand. He has said, in effect, that he will not operate an inadequate program. He could be compared to an airline pilot who has said he will not fly an airplane which has not been well maintained or is overloaded or does not meet other minimum safety standards."

Naturally, the stand of the Youngstown (and other) teachers has raised the classic question of who sets the standards for schools—the professionals who are hired to run them or the citizens of a community who shell out the money to pay the bills.

Stayner F. Brighton, OEA executive secretary, ex-

the Money Runs Out...

plains that, obviously, no professional teacher can permit the quality of education to deteriorate without calling it to the attention of the public.

"To delude the public into thinking that just because school is keeping, education is taking place, is not only professionally wrong, it's morally wrong," said Brighton. "Teachers must use their professional talent to assess the level of quality in a particular school district, then inform the public about that assessment."

As in many, many other cities, the critical issue in Youngstown was the question of salaries for the certificated staff, which had fallen seriously behind other metropolitan districts in Ohio because of the five successive levy failures. Delay in granting YEA's request for a salary increase would mean that the district could squeeze through part of the school year on anticipated income. Granting the salary increase, however, would mean that schools would have to close before the end of calendar 1968 because of a lack of money. School could resume in 1969 by getting advances of 1969 tax revenues and, later, by borrowing against the proceeds of a new levy if one passed. The fight was tough and extended into the Labor Day weekend, when it came to a head.

At a board meeting packed by nearly 1,000 teachers, Youngstown Superintendent W. W. Zinser recommended that the teachers be given a pay raise (minimum $450, fully indexed) and that the board pay for hospitalization-surgical coverage for employees.

In a carefully worded statement outlining what he felt were the responsibilities of teachers and school supporters, Zinser said:

"No teacher can be expected to be effective who is forced to 'moonlight' at other jobs in order to feed his family. Yet studies show that about half of all the men teachers work at a second job during the school year. Teachers have a right to share in the present prosperity of our nation. After all, they have had a large part in achieving this prosperity."

The force of Zinser's recommendation led to a 4-3 board decision that granted the pay raise and set the stage for Youngstown schools to close for a month.

If this is a tactic, so be it. OEA interprets what has transpired in Ohio as a growing up of a profession that is dedicated to a high quality education that will equip children to live in a world of change.

In harsher terms, the teachers' insistence on being paid competitive salaries regardless of the financial standing of the district might also be viewed in these terms expressed by one veteran teacher:

"Let's face it—the board is going to pay whatever the wholesaler asks for a carton of toilet paper. The board is going to pay whatever the gas, or electric, or telephone companies charge for their services. Why are teachers different? Why should they forego clearly justified salary increases to meet inflation when the board is meeting the other inflationary costs in supplies, materials, and every other area?"

Of course, the results described in the *New York Times* story can be achieved only with the cooperation of the chief school administrator and at least a majority of the members of the board of education.

Obviously, these two groups, too, are growing weary of attempting to operate good education programs for mushrooming student populations in the face of mounting dissatisfaction with property taxes.

One board member in a suburban district near Columbus said the time has arrived when voters literally have to be frightened before they will increase taxes for education. "You'll notice that in district after district where boards have threatened to shut the schools down because of a lack of money, the voters have always responded. People generally respond more to a threat than to a plea!"

True, too, if a school program is worth adopting, it should be worth maintaining. In other words, if a program can be eliminated in a period of financial crisis, many people will wonder whether it shouldn't be eliminated altogether.

Ohio teachers—and others throughout the country—have determined that there is a level of education below which no school should operate. And, they're putting that theory into operation regardless of local financial circumstances.

In essence, many Ohio teachers are saying this: "It is far better to operate schools 'right' for at least part of the year, close them down when the money runs out, and then reopen them when sufficient funds become available to enable us to continue to do a professional job." This, actually, is more responsible than operating a substandard program for a full year and letting the taxpayers fool themselves into thinking that education is taking place. □

♦ JOURNAL *editors invite reactions to Mr. Henry's article.*

Teacher with a New Heart

Louis B. Russell, Jr.

The world's longest surviving heart-transplant recipient lives a full life of service.

By **DOROTHY E. STEINMEIER,** *assistant managing editor,* Indiana Teacher, *Indiana State Teachers Association, Indianapolis.*

□ **The world's longest surviving heart-transplant recipient,** 44-year-old Louis B. Russell, Jr., an industrial arts teacher in Indianapolis School 69, teaches all day, makes from four to ten speeches a week, sleeps little, and keeps up a pace that would challenge a person in perfect physical condition. The energetic six-footer seems to thrive on his heavy schedule. Last year, he missed only three days of school on account of sickness. (He had flu.)

On August 24, 1968, Louis Russell made medical history as Indiana's first heart-transplant recipient and the world's thirty-fourth. Richard Lower, M.D., headed the team of surgeons at the Medical College of Virginia at Richmond who performed the four-hour operation during which Russell received the heart of a 17-year-old gunshot victim, Robert Clarence Brown, of Providence Forge, Virginia.

Although Russell's new heart has been threatened with rejection four times, he does not lead an invalid's life. He often rides a bicycle in the summertime and pedals on a stationary bike every day. He drives a car, likes to cook—and often does. He has made most of the furniture in his home. An active member of his church, he attends every Sunday, and often goes to the Wednesday night service as well. He belongs to the Indianapolis Education Association, the Indiana State Teachers Association, and the NEA.

Russell is a man with a purpose. In his talks he urges men to form youth groups, backed by their clubs or churches, or to work with youths individually. He hopes his enthusiasm will have a chain reaction.

"Love is going to solve all problems," he says, "especially juvenile troubles. And if we work hard with our young people, then we won't have time to have feelings of animosity toward each other. Let's put the emphasis on the positive, not the negative."

A former teacher in the Indiana Boys School at Plainfield, he is well-acquainted with youth in trouble. To teachers, he says: "Instead of dwelling altogether on subject matter, be concerned about total living when you teach. Tell your students how to take care of their bodies. Talk to them about morals."

With his own classes, he stresses the importance of respect—for others and for themselves—and tells them that they are far more likely to command the respect of others if they are clean and neat.

Russell urges students to stay in school. "I firmly believe that if a kid understands his responsibility to himself, to his community, and to his school, he will know that it involves getting an education," says this tough but understanding teacher.

Perhaps he is strong on this point because he was a dropout himself. Although he started to school in his native Terre Haute as a precocious four-year-old, he left high school at 16 to work in a foundry. He joined the Air Force in 1943 and completed his high school requirements while in service. He had a wife and two children when he entered Indiana State University (then Indiana State Teachers College) at Terre Haute. With the help of the G.I. Bill, he stayed there to receive both bachelor's and master's degree.

The Indianapolis school board has given Russell released time, with pay, to make his talks to men's groups, but he tries to avoid daytime speaking engagements "because there is such a shortage of industrial art teachers." The board also gives him released time for trips to Richmond for heart checkups.

Although money has always been a worry to this teacher, he doesn't charge for his talks, even those away from Indianapolis. Some organizations do give him an honorarium, but others could not ask him to speak if a fee were involved. His expenses are heavy, what with travel to Richmond for checkups and two children at home and one at college. Of the "Russell Heart Fund," begun by fellow teachers in Indianapolis and Terre Haute and then opened to the public, he says, "Without it, I don't know what I'd do."

Russell has a great faith in God and a trust in the doctors and their skills and he does not worry about the future. For as long as his future will be, he intends to live a full life of service. The enthusiastic response of his audiences, the telephone calls, and the personal visits, prove to him that he is getting through to people, that he is helping them.

And that's a goal of this man with the new heart; to do his part to make the world a better place. □

NEW NEA PUBLICATIONS

This listing is prepared monthly to keep members informed of the newest professional books, pamphlets, and audiovisual materials published by the NEA and affiliated national organizations.

AASA Convention Reporter 1970 (#1). Gives highlights of the 1970 annual convention of the American Association of School Administrators, Atlantic City, February 14-18. 24 pp. $1.50. Five or more copies, $1.25 each. Stock No. 411-12750. National School Public Relations Association.

Beginning Salaries for College Graduates, June 1970 (#2). Research Memo 1970-3. Gives starting salaries by field and by college preparation. Based on Endicott Report. 7 pp. 25¢. Stock No. 431-22904. Research Division.

Decentralization and Community Involvement: A Status Report (#3). ERS Circular No. 7, 1969. Explains the administrative organization and decision-making procedure in 29 large school systems that have some form of decentralization. 56 pp. $2. Stock No. 219-21476. Educational Research Service.

Diagnostic Teaching (#4). States that children learn best when teachers respect them as individuals, have faith that they can and want to learn, and give children the responsibility for identifying and meeting their own needs. Revised edition. 52 pp. $1.25. Stock No. 281-08808. American Association of Elementary-Kindergarten-Nursery Educators.

Estimates of School Statistics, 1969-70 (#5). Research Report 1969-R15. Presents national data on public school statistics

What's Happened to the Talented Student?

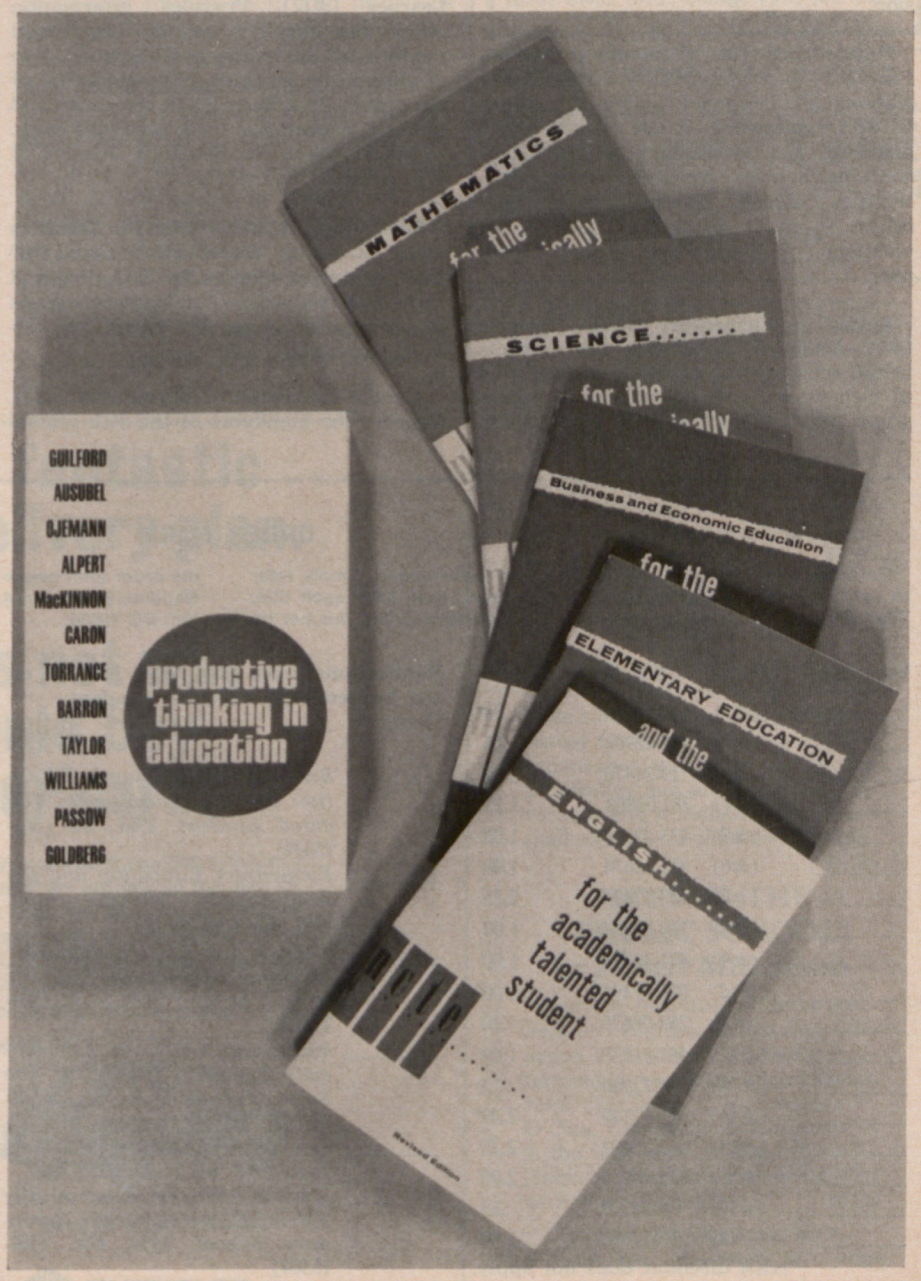
Much has been written of late—and deservedly so—about the instruction of the disadvantaged student. However, classroom teachers are still obligated to stimulate and challenge the gifted as well.

Although the 10-year NEA Project on the Academically Talented Student ended in 1968, it still continues to have tremendous influence. In a joint publishing venture, the NEA and the National Council of Teachers of English have just revised and published a new edition of one of the booklets that emanated from the Project, *English for the Academically Talented Student in the Secondary School.* The NCTE Committee on English Programs for High School Students of Superior Ability wrote the first edition 10 years ago and also revised the new one.

Prepared under the joint editorship of Virginia A. Elliott and Lois S. Josephs, the new edition includes chapters on topics such as identifying the gifted disadvantaged student, motivating bright underachievers, and teaching creatively, as well as ones on the role and preparation of the teacher of the academically talented and new programs for the academically talented. A final plus is a selected 7 page bibliography.

Included in the order form on page 58 and pictured at right are other Project booklets also designed to help strengthen school programs for those with exceptional ability—books on business and economic education, elementary education, mathematics, and science for the academically talented.

Productive Thinking in Education, edited by Mary Jane Aschner and Charles E. Bish, is a result of two conferences held as part of the Project on the Academically Talented Student. The book explores productive thinking at both the theoretical and practical levels and attempts to answer questions, such as the following: What are the components of productive thinking? What are the motivation and personality correlates? What processes are inherent in productive thinking? How can the school implement current knowledge in this field?



for each of the past 10 years. Includes tables that show the revised estimates by state and region for 1968-69 and the preliminary estimates for 1969-70. 40 pp. $1. Stock No. 435-22896. Research Division.

The First Big Step (#6). Spells out, in easy language with photographs, what parents can do to get their child ready for school. Intended for use by teachers in working with parents of three-to-five year-olds and for use by the parents themselves. 36 pp. $1. Stock No. 411-12674. NSPRA.

High Spots in State School Legislation, January 1-August 31, 1969 (#7). Research Report 1969-R12. Provides information on the legislative goals of state education associations, the extent to which their aims were accomplished, and brief descriptions of the significant laws enacted in the first eight months of 1969. 124 pp. $2.25. Stock No. 435-22890. Research Division.

Humanizing the Elementary School, Part 3 (#8). January 1970 issue of the *National Elementary Principal*. Continues DESP's exploration of the concept, "humanizing the elementary school," and contains articles by Robert Anderson, Whitney Young, Herbert Gans, and others. 96 pp. $1. Stock No. 186-05584. Department of Elementary School Principals.

Issues in Elementary School Science (#9). Attempts to identify new aspects in the relationship of science to the lives of elementary school students. A monograph for teachers and administrators. 20 pp. $1. Stock No. 471-14328. National Science Teachers Association.

Jobs in Instructional Media (#10). Provides a comprehensive analysis of jobs performed in the instructional media field, with emphasis on the paraprofessional. Also contains an annotated list of two-year colleges with programs for training technicians for jobs in educational media. 304 pp. $6. Stock No. 071-02498. Department of Audiovisual Instruction. No discount.

Kindergarten Education Bibliography (#11). Annotated listing of books, pamphlets, magazine articles, films, and filmstrips in the areas of child development, curriculum, disadvantaged children, and general education and the program of the kindergarten. 16 pp. 20¢. Stock No. 282-08676. E/K/N/E.

Media and the Culturally Different Learner (#12). Provides information about the effective use of educational media with the children of the poor. Also discusses the learning characteristics of the culturally different and the social and cultural reasons for these characteristics. 48 pp. $1. Stock No. 381-11930. Division of Educational Technology.

Minimum Annual Salaries for Teachers (#13). Research Memo 1969-26. Gives 1969 legal minimum salaries for beginning and experienced teachers at different levels of preparation. 3 pp. 15¢. Stock No. 431-22900. Research Division.

NASSP Convention Reporter 1970 (#14). Reports the highlights of the 54th annual meeting of the National Association of Secondary School Principals held February 7-11, in Washington, DC. 24 pp. $2. Five or more copies, $1.60 each. Stock No. 411-12748. NSPRA.

Salary Schedules for Teachers, 1969-70 (#15). Research Report 1969-R13. Gives minimums and maximums for individual districts by amount of preparation, number of increments, and maximum placement for experience; includes summary tables. 122 pp. $2.25. Stock No. 435-22892. Research Division.

The School Administrator's Guide to Insurance Buying (#16). A detailed and informative guide, delineating the chief pitfalls and pathways that confront school administrators as they contemplate buying personal insurance. 34 pp. $2. Stock No. 021-00514. American Association of School Administrators.

Teacher Strikes and Work Stoppages (#17). Research Memo 1969-27. Summarizes teacher strikes from 1940, and gives a system-by-system listing from 1960-61 to date; includes summary tables. 11 pp. 35¢. Stock No. 431-22902. Research Division.

A World To Gain: A Handbook for International Education Year, 1970 (#18). Designed to aid community groups and voluntary organizations in sponsoring programs to achieve two specified goals: equality of educational opportunity and more effective education for international understanding. Lists activities various organizations have already undertaken. 48 pp. $1. Stock No. 381-11932. Committee on International Relations. ☐

ORDER FORM

To order new NEA publications listed on these pages, simply refer to the list number given in parentheses immediately after each title. Then enter the quantity desired next to the corresponding number on the order form below. Mail this form to the Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036.

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Have your students fill in any remaining empty spaces with suitable drawings and write the correct date on each item.

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—Ruth Rice, *seventh grade teacher, Fort Lupton (Colorado) Intermediate School.*

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All in all, the experiment appears to have been a big success.

—Arthur I. O'Brien, *mathematics teacher, Framingham (Massachusetts) North High School.* □

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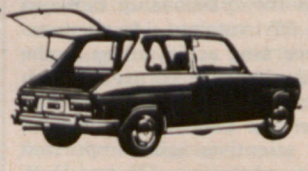

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Outstanding Education Books of 1968-69

☐ **Pi Lambda Theta, national honor and** professional association for women in education, prepared this list under the direction of Betty J. Humphry, with the cooperation and advice of panels of educators selected to review each major category of books. The list of outstanding education books, drawn from a comprehensive list of approximately 380, is made available without charge to the National Education Association for publicaton in TODAY'S EDUCATION.

This year's list has been compiled from books with a 1968 or 1969 copyright received between January 15 and July 15, 1969 instead of, as in the past, from books received from publishers during the calendar year. (In the future, selections will be made from books received from July 1 to June 30.)

The evaluators, who were chosen from the major fields in education, represent universities, school systems, and major professional organizations throughout the country. Each evaluator was asked to rate only the books in his major field.

Two methods of evaluation were used. Some of the evaluators judged the books according to the following specific criteria: familiarity with the publication, scholarship, communication effectiveness, innovation in content, and recommendation for purchase. Other evaluators were asked to nominate those books they considered outstanding and to tell why they did so. The final list reflects a pooling of these two methods of evaluation.

Pi Lambda Theta publishes the comprehensive list of education books, *Education Book List, 1968-69*, with an asterisk indicating the outstanding ones. Copies of the complete list ($1.50 each) may be obtained from Pi Lambda Theta, Suite 800, 1510 H Street, N.W., Washington, DC 20005.

Address inquiries regarding purchase of books to the individual publishers.

Current Trends, Controversies, and Issues in the United States

Social Class, Race, and Psychological Development. Martin Deutsch, Irwin Katz, and Arthur R. Jensen, eds. This publication explores the present state of knowledge about social and biological influences on intellectual development. The book gives attention to the continuing debate about the means and possibilities for the provision of equal educational opportunity and considers controversial topics, such as the relationship between heredity and environment, teacher expectations concerning achievement in the classroom, and alternate forms of environmental intervention in childhood. The book illustrates the current involvement of behavioral scientists with important social issues in education. 423 pp. Holt. $7.95.

Teaching as a Subversive Activity. Neil Postman and Charles Weingartner. This "turned on" book, designed to shock the educational establishment, attempts to focus on the absurdities found in present-day classrooms. With devastating clarity, the authors not only demand an educational revolution but offer what may appear to be bizarre recommendations for necessary changes in teaching. They make the claim that teaching should be a form of subversion that will produce "a new kind of person, one who—as a result of internalizing a different series of concepts —is an actively inquiring, flexible, creative, innovative, tolerant, liberal personality who can face uncertainty and ambiguity without disorientation, who can for-

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mulate viable new meanings to meet changes in the environment which threaten individual and mutual survival." 219 pp. Delacorte Press. $5.95.

International Education

Education in Developing Areas. Don Adams and Robert M. Bjork. A concise, readable, general introduction to international developmental education, this book presents an overview of the role of education in improving the life of people in countries of the world now labeled as underdeveloped or developing. In the framework of the social sciences, the authors present an integrated view of education, thus providing a background for understanding American involvement with world education. 161 pp. McKay. $2.95 in paperback.

Japan: Culture, Education, and Change in Two Communities. Theodore Brameld. The author's account of culture and education in two, small, postwar Japanese communities reflects some of the conflicts of transition in Japanese culture and provides a comparison of the difficulties faced by minority groups in the United States. The book should prove valuable for students, social scientists, and professional educators interested in comparative and international education. 316 pp. Holt. $7.50.

Psychology of Childhood and Adolescence: Studies of Childhood and Youth

Child Development and Personality. Third edition. Paul Henry Mussen, John Janeway Conger, and Jerome Kagan. In the years since the publication of the second edition of this volume, theoretical and research emphasis has been placed on the area of cognition, including language development, social and personal factors related to school achievement, the particular needs of culturally disadvantaged children, and the culture system of today's adolescents. Discussion of these areas not only makes this edition more contemporary but also enhances the scope and comprehensiveness of the field of child psychology as a whole. 795 pp. Harper. $9.95.

Guidance and Pupil Personnel Service

Guidance for Children in Elementary Schools. George E. Hill and Eleanore Braun Luckey. While agreeing that the teacher is the central figure in the guidance of younger children in schools, the authors push for expanded and enriched guidance services in the elementary schools. The book describes current practices and guidance services and recommends techniques and procedures for a balanced program of guidance for the future. This is a useful volume for elementary and secondary school personnel. 598 pp. Appleton. $7.95.

Special Education and Exceptional Children

Psychological Problems in Mental Deficiency. Fourth edition. Seymour B. Sarason and John Doris, with chapters by Frances Kaplan and M. Michael Klaber. In contrast to early editions, this one is much more concerned with schools, problems of school children, and educational settings. In addition, the authors discuss some critical, though perhaps unappreciated, problems requiring the attention of all educators, particularly those who work with the mentally retarded. The authors deal with basic topics, such as the effects of institutionalization, the role of early education in the prevention and remediation of mental retardation, and family problems associated with the presence of a retarded family member. This book appears to be a sine qua non for those engaged in the field of special education. 483 pp. Harper. $9.95.

Administration and Supervision

Administration of Public Education. Second edition. Stephen J. Knezevich. A well-organized, comprehensive book on educational administration, the volume gives attention to technology, theory, models, and systems in the administration of public education. While the author considers historical antecedents, current practices, and challenging issues in an attempt to describe public school administration, he tries to pinpoint the role of dynamic leadership in a turbulent society. He relates the impact of militancy, increased involvement of government in education, and the technological revolution to the demands for and needs of creative, competent administrators. 578 pp. Harper. $11.95.

Teacher Education, Student Teaching, and In-Service Training

Teachers for the Real World. B. Othanel Smith, et al. The authors, a highly competent task force of professional leaders in teacher education, face the question of the critical needs of teachers in a changing and often disadvantaged society. Conclusions set forth in this book call for a teacher education program properly suited to the exploitation of any and all types of cultural backgrounds that may be found in teaching situations and are therefore notably at variance with the widely current emphasis of adaptation of procedures to fit specific conditions in inner-city communities. The authors pinpoint specific attributes of the kinds of teachers and teacher training needed for the revitalization of education and, indeed, the survival of the nation. 185 pp. The American Association of Colleges for Teacher Education. $5.

Measurement, Statistical Method, Evaluation, and Research

Measurement and Evaluation in Psychology and Education. Third Edition. Robert L. Thorndike and Elizabeth Hagen. The authors cover a wide range of topics in educational and psycholgical measurement in this edition. The chapters on planning for tests and preparing classroom test exercises are particularly strong. Many of the traditional chapters have been expanded and updated to reflect the changing trends in evaluation. The chapter on marks and marking may be of special interest to some readers.

(*Continued on page 62*)

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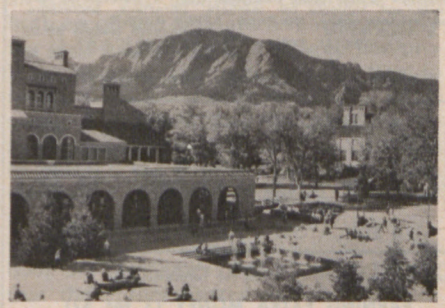

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OUTSTANDING BOOKS

(*Continued from page* 61)

Psychology students, prospective teachers, administrators, guidance workers, and teachers should find this book valuable. 705 pp. Wiley. $9.95.

Reading

Directing Reading Maturity as a Cognitive Process. Russell G. Stauffer. The author sets out to show how reading is a thinking process to help each individual reach his full potential. He develops his well-documented book on the basis of 10 beliefs that are built on the reading-as-thinking premise, and he describes group instruction and individualized instruction in reading. Language, communication, comprehension, and critical reading are all considered in a refreshing manner, and the author furnishes insight concerning many aspects of creative reading. 498 pp. Harper. $11.75.

Foreign Language Instruction

Foreign Languages in the Elementary School: A Struggle against Mediocrity. Theodore Andersson. The author presents forceful evidence of the psychological advantage young children have over adolescents in learning a foreign language. In addition, he traces the growth of foreign language programs in elementary schools, reviews findings on the optimum age for beginning the study of foreign languages, and provides recommendations for administrators and teachers concerning the establishment of strong foreign language programs in the elementary school. He also gives attention to the role of minority groups in the foreign language program. The author submits convincing evidence that the understanding of foreign languages is essential if we are to overcome barriers of communication with minority groups at home and with peoples in other countries. 250 pp. University of Texas Press. $6.75.

Science

New Directions in Teaching Secondary School Science. Paul DeHart Hurd. The author describes the many new curriculums in secondary science and identifies their goals and their rationale. He discusses the effect of methodology on the process of learning and concept formation and identifies trends of the past decade, using them to chart a secondary school science curriculum of the future. The book is well-organized, with an excellent bibliography and index that should prove valuable to anyone involved in teaching science to secondary students. 239 pp. Rand. $3.50.

Social Studies, Economics, and Citizenship Education

A Guide to Human Rights Education. Paul D. Hines and Leslie Wood. Of paramount importance in the United States and the world today is the human rights issue, and this book supplies the teacher with a point of view, texts of basic primary sources (documents), a chronology on aspects of the topic, and suggestions

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University of Arizona will offer in Mexico, June 29-Aug. 8, art, folklore, geography, history, political science, language and literature courses. Tuition, $160; board and room, $155. Write Dr. Juan B. Rael, Office of Summer Session, University of Arizona, Tucson, Arizona 85721.

for approaches in teaching human rights. The book also presents guides concerning printed materials that are relevant and useful in working with students. The publication should be of interest to educators in general as well as to social studies teachers. 139 pp. National Council for the Social Studies. $2.25 in paperback.

New Strategies and Curriculum in Social Studies. Frederick R. Smith and C. Benjamin Cox. The authors attempt to report and describe to teachers the significant trends and new approaches in social studies curriculum and instruction, particularly as these relate to the secondary school. The first part of the book analyzes major elements in the new approaches; the second describes various programs and their implications for teachers and students. Of special interest may be the chapter on the treatment of values. 194 pp. Rand. $3.50 in paperback.

Art

Analyzing Children's Art. Rhoda Kellogg. In addition to being a delightful book full of intriguing artwork by children, this volume supports the theme of a developmental sequence common to children the world over. The author believes that all children are born with an innate capacity for art and that the cultivation or stifling of art activities by parents and educators affects the child's well-being and future academic work. Anyone familiar with the usual "smiling Sun" and big-headed humans so dominant in the artistry of small children will recognize other commonalities described by the author. This book is of value to teachers, administrators and supervisors, school psychologists and guidance personnel, and parents. 308 pp. National Press Books. $8.95.

Music

A Guide to Research in Music Education. Roger P. Phelps. An enlightening guide to the basic concepts and techniques of research methodology as applied specifically to music education, this book is designed to present a practical and logical approach for music educators. Written for a specialized group, it nevertheless should interest all who are concerned with music education. 239 pp. William C. Brown Company. $5.75.

Home Economics, Consumer Education, and Family Living.

Family Life and Sex Education: Curriculum and Instruction. Esther D. Schultz and Sally R. Williams. While admitting that responsibility for programs in sex education rests with each individual community, the authors of this book suggest materials that will serve as a starting point for educators and parents to develop and implement their own specially tailored family life and sex education programs. The book avoids generalities in describing the background of sex education programs relative to communities, school personnel, and children, and suggests content material for various levels in elementary and secondary schools. 281 pp. Harcourt. $3.95.

Higher Education

This Is the Community College. Edmund J. Gleazer, Jr. The author confines his study of community colleges to the public community colleges but recognizes the importance of other junior colleges, private and independent. In addition to tracing the development of the fast-growing community college, the author examines its role in education and its particular contributions to the community, problems of staffing, and concerns related to future development. 151 pp. Houghton. $4.50. $2.50 in paperback.

Islands of Innovation Expanding: Changes in the Community College. B. Lamar Johnson. This book not only describes innovations in junior college instruction but identifies conditions that both encourage and interfere with promising changes. In addition, the author projects trends and recommends practices to improve junior college teaching. While some of the promising practices are reflections on those happening in education in general, the author treats these from the junior college framework, aware of the particular roles such institutions currently play in education. Included in the book are the names of the junior colleges that the author visited and that participated in the survey. 352 pp. Glencoe Press. $5.95. □

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The Population Threat

The Office of Publications of the World Bank reports that teachers' orders for the reprint of "The Population Threat" (TODAY'S EDUCATION, December 1969) depleted the supply but that additional copies have now been made available. Up to 25 copies may be obtained free on request. Order from World Bank, 1818 H St., N.W., Washington, DC 20006.

For Would-Be Authors

"How can I get an article published in the JOURNAL?" is one of the questions most frequently asked our editors. Some suggestions:

1. Choose a topic on which you have information and/or convictions. Write clearly, to communicate, not to impress. If the article grows out of your teaching experience, cite brief, true, human-interest anecdotes. A bit of humor helps —if you don't have to strain for it.

2. Put your manuscript aside. When you read it aloud a week or so later, be as critical as if someone else had written it. Does it sound like a term paper? If so, rewrite. Is it logically organized? If not, rewrite. Is it boring? If so, rewrite and shorten. Ask a colleague to suggest improvements. Rewrite.

3. Type the article, double-spaced (saving a carbon for yourself). Submit with the understanding that you will probably not get an immediate decision. Choosing from among the several thousand submitted each year the 4 or 5 percent that the magazine's limited space permits using takes editorial time and soul-searching. Whether or not your article is selected depends on affirmative answers to questions such as these:

a. Do the editors consider it exceptionally interesting, well-written, readable? Sometimes a masterpiece fails to gain recognition, but as a rule an excellent article stands out against the manuscript horizon like the Washington Monument.

b. Is the topic or treatment too significant or thought-provoking or innovative to be passed by?

c. Does an expert on the subject, whose advice is sought by the editors, find it accurate in fact and interpretation?

d. Did the article arrive in time for appropriate scheduling? July or August (not November) is the time to submit a Christmas story.

Returning manuscripts is an editor's saddest chore; sending word of their acceptance, the happiest.

Two Copies?

Are you receiving two copies of TODAY'S EDUCATION in your home? For households where there are two NEA members, the Association offers these choices:

Plan A—You may choose a subscription to the *NEA Research Bulletin* in place of a second copy of the magazine.

Plan B—You may have your second TODAY'S EDUCATION sent to someone in this country who is not eligible for regular NEA membership.

To participate in either plan, send your request to the NEA Records Division, 1201 Sixteenth St., N.W., Washington, DC 20036.

If, however, you prefer *to continue receiving two copies of the magazine*, you may wish to follow what we'll call **Plan C:** Regularly place the extra copy in a spot where it can be read by nonteachers—in a beauty shop, for example, or a dentist's office. Many teachers are now doing this either on their own or as a part of a local association project.

Also, increasing numbers of teachers are sending TODAY'S EDUCATION —either a second copy or, for that matter, their only copy, after they've read it—to a teacher overseas. (Let's call this **Plan D.**) For the name and address of an overseas educator who wishes to receive the magazine, write to Department FA, TODAY'S EDUCATION, Room 801, NEA. Please note that *under* **Plan B,** *the NEA mails your second copy to someone in the United States; under* **Plan D,** *you yourself mail a copy outside the country.* □

EXTRAS FOR OUR READERS

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Index

Anyone who desires a free single copy of the index to Volume LVIII, January-December 1969, of TODAY'S EDUCATION may obtain one by sending a stamped, self-addressed envelope to Dept. I, TODAY'S EDUCATION, Room 801, NEA Center. Order early while the supply lasts.

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Requests for materials on this coupon must reach us by April 1, 1970.

RHODE ISLAND EDUCATION ASSOCIATION

This special Rhode Island section of **Today's Education** was prepared in cooperation with Sherwin J. Kapstein, editor, Rhode Island Education Association. It is being mailed to the entire RIEA/NEA unified membership.

DID YOU TALK TO YOUR ASSEMBLYMAN?

The General Assembly of the State of Rhode Island is considering legislation basic to your professional welfare. Among other things, these items include consideration of updating an antiquated retirement system and making it more responsive to human needs and consideration of amending legislation that would help minimize, and overcome, impasses between teacher groups and school committees.

Your Rhode Island Education Association was instrumental in getting these two important items on the General Assembly's agenda. Further, your leadership, headed by Richard Botelho, legislative chairman, has been hard at work trying to improve these deficient laws.

However, without the personal intervention of each teacher and others interested in this legislation, success is apt to remain out of our grasp. Did you, personally, talk to your Representative or Senator in the General Assembly? Did you call upon your friends to do likewise, in the interest of providing even better education for the children of your community and state? If you haven't done so, please contact your representatives in the General Assembly to remind them of the utmost importance of updating and modernizing the areas mentioned above so that the education profession can be made more attractive to candidates for teaching positions, as well as serve as an incentive to members of our profession to remain in teaching.

ANOTHER SERVICE OFFERED BY RIEA/NEA

The Executive Committee of the Rhode Island Education Association has created a Marie R. Howard Emergency Fund for legal assistance to the profession. Further, it has provided $10,575.18 as initial funding for this most important service.

Those who are familiar with educational progress in Rhode Island over the past 50 years recognize the name Marie R. Howard. She has been a teacher's teacher and a leader of the RIEA/NEA for many years. To try to pay honor to this wonderful person—this modest and dedicated person—in the limited space we have available would be impossible. This tribute extended by the RIEA Executive Committee is but a small honor to a person loved by all.

The purpose of this fund is to assist, quickly and without red tape, our members, local associations, or related organizations. The monies are to be expended in the interest of protecting the legal rights of individual members, local associations, and related organizations in cases where the possible infringement of their rights have state-wide implications for the profession. This fund would complement the NEA DuShane Fund.

Additional monies for this Fund shall come from special contributions so earmarked and from RIEA dues, in varying amounts from year to year. The Executive Committee voted further that "the amount of dues money designated for fund purposes shall be recommended by the Executive Secretary and approved by the Executive Committee."

Further, it voted: "Monies from this fund shall be expended upon the recommendation of the Executive Secretary and the approval of the President. Requests for aid from this fund must be made in writing to the Executive Secretary. If a person or association or related organization so aided is reimbursed or awarded financial consideration in payment toward settling his or its case, the RIEA shall be reimbursed by the person or association or related organization so aided for its expenditures."

If any members, local associations, related organizations, or friends are interested in contributing to this fund, contributions may be sent in care of the Executive Secretary, Rhode Island Education Association, 300 Hennessey Avenue, North Providence 02911.

OFFICIAL NOTICE

According to the RIEA bylaws, "The Nominating Committee for the election of officers shall be comprised of seven (7) members elected by the Delegate Assembly.

"Anyone wishing to nominate a person to serve on the Nominating Committee shall have available a biographical sketch of the nominee. At the close of nominations there shall be a twenty-minute recess after which the officers shall be immediately elected."

Accordingly, there will be a Delegate Assembly meeting for this purpose at 4 P.M. on Monday, March 30, 1970, Mann Auditorium, Rhode Island College.

(Signed) Patricia Ann Botelho
President, RIEA

Going To Retire?

Don't, before action is taken on updating the retirement system, hopefully, in this General Assembly session.

Interested in Travel Through RIEA/NEA?

Call Bernard H. Singleton at RIEA.

RIEA/NEA SALUTES LOCAL NEGOTIATORS

As you know, the Michaelson Law, however imperfect, was a forward step for education in Rhode Island. This teachers' "Bill of Rights" has assisted in breaking down the old unilateral and dictatorial relationship that had existed between school committees and teachers for more than 100 years. New roles and responsibilities for teacher groups and school committees have developed and will continue to evolve in the future.

Most teachers do not know the amount of time, energy, thought, action, and expense that goes into the winning of an acceptable contract. Without the dedication and perseverance of the members of your negotiating teams, your "hours, salary, working conditions, and all other terms and conditions of professional employment" would be much less "professional" than they are today.

We must salute, therefore, the persons in the pictures who represent some of the negotiating teams with which RIEA/NEA has worked during the past months. However, some persons on negotiating teams were not available when these pictures were taken, and so we would like to thank publicly all for their participation in one of the most important responsibilities that teachers have to their colleagues—negotiation teamwork.

The negotiating team of the Barrington Teachers Association is made up of Neil Aronne, Larry Deschesne, Nancy Penza, Leo Fecteau, and Anita Anderson. They have been assisted by John Agren, president, BTA; Lou Vangel, NEA; and Ennis J. Bisbano, RIEA/NEA.

The Warren Education Association negotiating team is made up of President Roy Schaeffer, Anthony Belcher, John Syrett, Joyce Foster, Alfred St. John, Carl Hayter, and Claudia Galgoczy. Mr. Bisbano serves as consultant.

The Exeter-West Greenwich Regional School District Teachers Association negotiating team is made up of President Robert Joy, Harriet Ainscough, Betsy Evans, Holton Hathaway, Linda Kavanagh, Maureen Manton, Theodore Nelson, and Roy Sharkey. Bernard H. Singleton, RIEA/NEA, has served as negotiator.

The Jamestown Education Association negotiating team is made up of President Edward Laughlin, Ione Estes, Patricia Lyons, Diane Caswell, Dianne Rugh, and Florence Brazil. Mr. Singleton served as adviser.

The Teachers' Association of Newport team consisted of President Joseph Kirby, Brian Cooney, Michael Towey, Anne LaCroix, Sandra Flowers, and Ernest Broadbent. Mr. Bisbano served as negotiator.

The Richmond Teachers Association negotiating team is made up of Carolyn DiValerio, Bertha Chappell, Esther Kenyon, and Dorothy Lowry. Mr. Singleton serves as negotiator.

The Tiverton Education Association team is made up of Ronald Crane, president; H. Glenn Reed, negotiator; Richard LaMothe; John Pimental; John Pacheco; and Irene Correiro. Mr. Bisbano assists.

Left to right: Ennis Bisbano (back to camera); Harvey Press; J. Thomas Tobin, president, Smithfield Education Association; George Reilly; Alfred Balasco.

Left to right: James Hawkins; Gordon Sisson; Chester Gardiner, Jr.; Robert Gamble, president, Hopkinton Teachers Association; Bernard H. Singleton; Norman Harvey; Helen Smith.

Left to right: Dorothy Lowry and Esther Kenyon, Richmond Teachers Association, and Bernard H. Singleton.

Left to right: Charles Moffitt, president, Chariho Teachers Association; Bernard H. Singleton; Joseph Quaratella; Charles Toscano.

THE RHODE ISLAND EDUCATION ASSOCIATION (RIEA) is the oldest and largest voluntary professional nonprofit educational organization in continuous service to Rhode Island.

Its members are engaged or have been engaged in the profession of education or are interested in it.

Its history of distinguished service to all citizens of Rhode Island as well as to the profession of education is a matter of record. The purpose of the RIEA is to assist through its members in promoting quality education.

President.....Patricia Ann Botelho
Executive Secretary.....Sherwin J. Kapstein
Editor.....Sherwin J. Kapstein

Left to right: Charles Moffitt, president, Chariho Teachers Association; Lou Vangel, NEA regional representative; Bernard H. Singleton.

Left to right: Maureen Manton; Robert Joy, president, Exeter-West Greenwich Teachers Association; Bernard H. Singleton; Linda Kavanagh; Roy Sharkey.

Seated, left to right: Ione Estes, Patricia Lyons, Diane Caswell, Dianne Rugh, Florence Brazil. Standing, left to right: Bernard H. Singleton, assistant executive secretary, RIEA; Edward Laughlin, president, Jamestown Education Association.

Left to right: John Thompson, president, Westerly Teachers Association; George Huettl; Charles Kitchen; George Routhier; Jane Lenihan; Frank Ryan.

Left to right: Robert Pimentel, Mr. Bisbano, and Robert Velleca, negotiating for Portsmouth.

Left to right: Edward Pearson; Paul Venancio; Joseph Ruggiero, president, Middletown Teachers Association; Peter DePasquale; and Mr. Bisbano.

Left to right: Eileen Carreiro; H. Glenn Reed; Ronald Crane, president, Tiverton Education Association; John Pimental; and John Pacheco.

The Smithfield Education Association team is made up of President J. Thomas Tobin, George Reilly, Harvey Press, Linda Fisher, Pauline Orzechowicz, Alfred Balasco, Marilyn Briggs, Daniel Rivers, and Robert Moon. Mr. Bisbano serves as chief negotiator.

The Scituate Teachers Association negotiating team is made up of President Wayne Salisbury, George Fleming, June Gugliemi, Patricia Fox, Michael Lenihan, Phillip Higgins, and Joseph Clifford. Mr. Bisbano serves as consultant.

The Burrillville Teachers Association team is made up of President William Griffin, William Mandigo, and Raymond Zifcak. Mr. Bisbano is the consultant.

The Bristol Education Association negotiating committee is made up of President Robert Salmani, Roger Pelissier, Kathleen Cortese, James Alves, Joyce Tarbox, Mary Vermette, Anthony Russo, Lois Silvia, Naomi Carpenter, Peter Butler, and Lawrence Foley. Mr. Bisbano serves as chief negotiator.

The Cranston Teachers Association team is made up of President Raymond DiCecco, George Williams, Aime Blais, Robert Madden, Edward Blamires, Joseph Rouleau, Angelo Mangili, Charles Abosamra, and John Vestri. Mr. Vangel serves as chief negotiator and Mr. Bisbano assists.

The North Smithfield Education Association team is made up of President John Gagnon, Louise Corrigan, Malcolm Andrews, Anne D'Antuono, Rene L. Demers, Michael Lovett, Brian D. McKenna, and Marie Roby. Mr. Bisbano serves as chief negotiator.

The Cumberland Teachers Association team is made up of President Robert Erdon, Lino Cardanha, Earlene Mara, Richard Sewchuk, Diane Carignan, Patricia Nolan, Raymond DiMeo, Harris Gederman, and David Lynch. Mr. Bisbano is chief negotiator.

The Middletown Teachers Association negotiating team is made up of President Joseph Ruggiero, Peter DePasquale, Edward Pearson, Paul Venancio, and Howard Solomon. Mr. Bisbano serves as adviser.

President Roger Ouelette represents the Little Compton Teachers Association in their negotiations. Mr. Bisbano serves as adviser.

The Portsmouth Education Association negotiating team is made up of Robert Pimentel and Robert Velleca. Mr. Bisbano serves as chief negotiator.

Sherwin J. Kapstein, executive secretary of the RIEA, has coordinated these efforts.

IT'S NOT TOO EARLY TO TALK 1970-71 MEMBERSHIP

Membership returns in the RIEA/NEA for 1969-70 were encouraging in view of the fact that our locals negotiate for half the teachers of the state, while union locals represent and negotiate for the other half. Local and state education association leaders can be proud of their maintenance of membership in RIEA and the almost five-fold increase in membership in NEA since 1966.

Undoubtedly, RIEA must be doing something right! These things range from providing a $100,000 Occupational Liability Insurance; a $400 Death Benefit; low-cost auto, life, and home insurance; legislative programs; and professional literature and meetings. RIEA also provides local associations with a negotiator and clerical help, as well as a "part-time executive secretary" to assist them with producing newsletters, organizing meetings, securing "experts" for in-service training programs, and processing grievances.

But an organization does not stand still. It must more than keep up with the times. Leadership must lead! The strength of any organization lies in its knowledgeable and faithful members. Your Local/RIEA/NEA will be only as strong as your involvement in the programs of the unified profession.

It is not too early for local leaders to consider conducting membership campaigns in May and June. Of course, *no* monies for the 1970-71 membership year will be due until the fall, but getting the so-called paper work out of the way in May and June by having your members sign their membership cards for 1970-71 will expedite the detailed work involved in conducting membership campaigns.

Mr. Local President, please let the RIEA staff person with whom you have been working know whether or not you are interested in conducting a precampaign membership campaign in May or June.

PLAN FOR THE RIEA/NEA SUMMER LEADERSHIP CONFERENCE NOW

Those representatives of the approximately 20 local associations who attended the 1969 Summer Leadership Conference at the University of Rhode Island remember how successful it was. This year the conference will be held at the University of Rhode Island from Wednesday noon, August 19, thru Friday evening, August 21.

Once again, local presidents are asked to invite their officers to attend this conference. Local associations are asked to appropriate a nominal sum for the housing, food, and other expenses of their representatives.

The format followed last year of work/recreation will be observed again. Details concerning this conference will be mailed directly to local presidents by RIEA Assistant Executive Secretary Bernard H. Singleton, who is the conference director.

RIEA HELPS CHILDREN AND ADULTS IN RHODE ISLAND, MASSACHUSETTS, AND LOUISIANA

The Rhode Island Education Association is concerned with "the quality of life" in our society. Accordingly, its Executive Committee has appropriated $100 to assist Project Discovery in bringing live quality theater to the school children of Rhode Island. It is hoped that such projects will, in the future, be financed from the school budget in the various cities and towns in Rhode Island.

The Executive Committee further voted a contribution of $200 to the Massachusetts Teachers Association's emergency fund to assist the teachers of New Bedford in their problems with the New Bedford School Committee.

In addition, a check for $100 has been forwarded to George D. Fischer, NEA president, as a contribution to its Hurricane Camille—NEA Disaster Fund, designated to assist especially those in the teaching profession who were hurt or whose property was damaged in that hurricane.

Patricia Ann Botelho, president, and Sherwin J. Kapstein, executive secretary, RIEA, said: "It is hoped that these small tokens of assistance to the children and teachers of Rhode Island, Massachusetts, and Louisiana will, in some small way, assist them with their particular problems. We and our local associations have been grateful for past assistance rendered to us by the National Education Association."

CONGRATULATIONS KATHERINE A. HAYDEN

The Rhode Island Education Association shares the pleasure that belongs to Katherine A. Hayden, master

Katherine A. Hayden, 1970 Rhode Island Teacher of the Year, shows a teaching aid to Hope Arnold, elementary supervisor, and Everett Hopkins, principal, Hamilton School, North Kingstown.

teacher of the North Kingstown primary grades in its eight elementary schools.

A short time ago, *Look* magazine announced that Miss Hayden, a member of the NKTA/RIEA/NEA, is Rhode Island Teacher of the Year for 1970. This award, honoring classroom teachers, is sponsored jointly by the magazine and the Council of Chief State School Officers. RIEA congratulates Miss Hayden for this distinguished honor.

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Karen is going to have a baby.

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☐ Mexico Resort	16	477	350
☐ Mexico Historical	16	484	467
☐ Orient-Expo '70	18	—	1,090
☐ Orient-Expo '70*	21	1,457	1,230
☐ Alaska Tour	15	995	795
☐ Alaska Adventure	12	—	361
☐ South America	31	—	1,195
☐ South Pacific	29	1,495	1,295
☐ British Isles	30	945	975
☐ Scandinavia	15	695	—
☐ Eastern Europe	30	1,145	1,195
☐ Central Europe/ Oberammergau*	30	945	995
☐ Grand European/ Oberammergau	41	$1,345	$1,395
☐ Pacific Circle	30	1,898	1,698
☐ Oriental Grand Tour	31	1,495	1,295
☐ Iberia & Tangier	15	449	499
☐ Hawaii Vanda Orchid	14	—	399
☐ Hawaii 4 Islands	15	575	369
☐ Around-the-World/ Africa	49	1,995	1,995
☐ African Adventure	30	1,638	1,698
☐ Around-the-World/ Middle East	50	1,995	1,995
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